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ABSTRACT

This manual for first grade teachers provides suggestions and teaching materials that reflect the multicultural composition of New York City's (New York) public schools. An introduction describes the philosophy that supports a high-quality, developmentally appropriate program through a multicultural perspective. The manual is organized into the following eight sections: (1) "Planning for the First Grade," which provides strategies to assist teachers in beginning the school year successfully; (2) "The Multicultural Learning Environment," which offers guidance in organizing and implementing a variety of instructional approaches; (3) "Instructional Approaches and Strategies," which suggests approaches for implementing multicultural education as well as basic skills; (4) "Developing Themes of Study," which illustrates the thematic approach through five themes appropriate for first grade; (5) "Working Together," which describes shared responsibilities and activities for parents, teachers, and administrators; (6) "Societal Concerns-Children With Special Needs," which discusses current societal pressures and concerns affecting young children; (7) "Assessment," which outlines the procedures and strategies used to assess a child's progress; and (8) "Current Research," which contains information on contemporary research to support developmentally appropriate practices. Two bibliographies are appended. The first, containing over 600 citations, is divided into various categories, e.g., "Native Americans," "Asian Americans," "African Americans," and others. The second bibliography contains about 150 titles and is presented in matrix form, with checkmarks for salient characteristics (such as faily, gender, people of color, work, prejudice) opposite each item. (JB)

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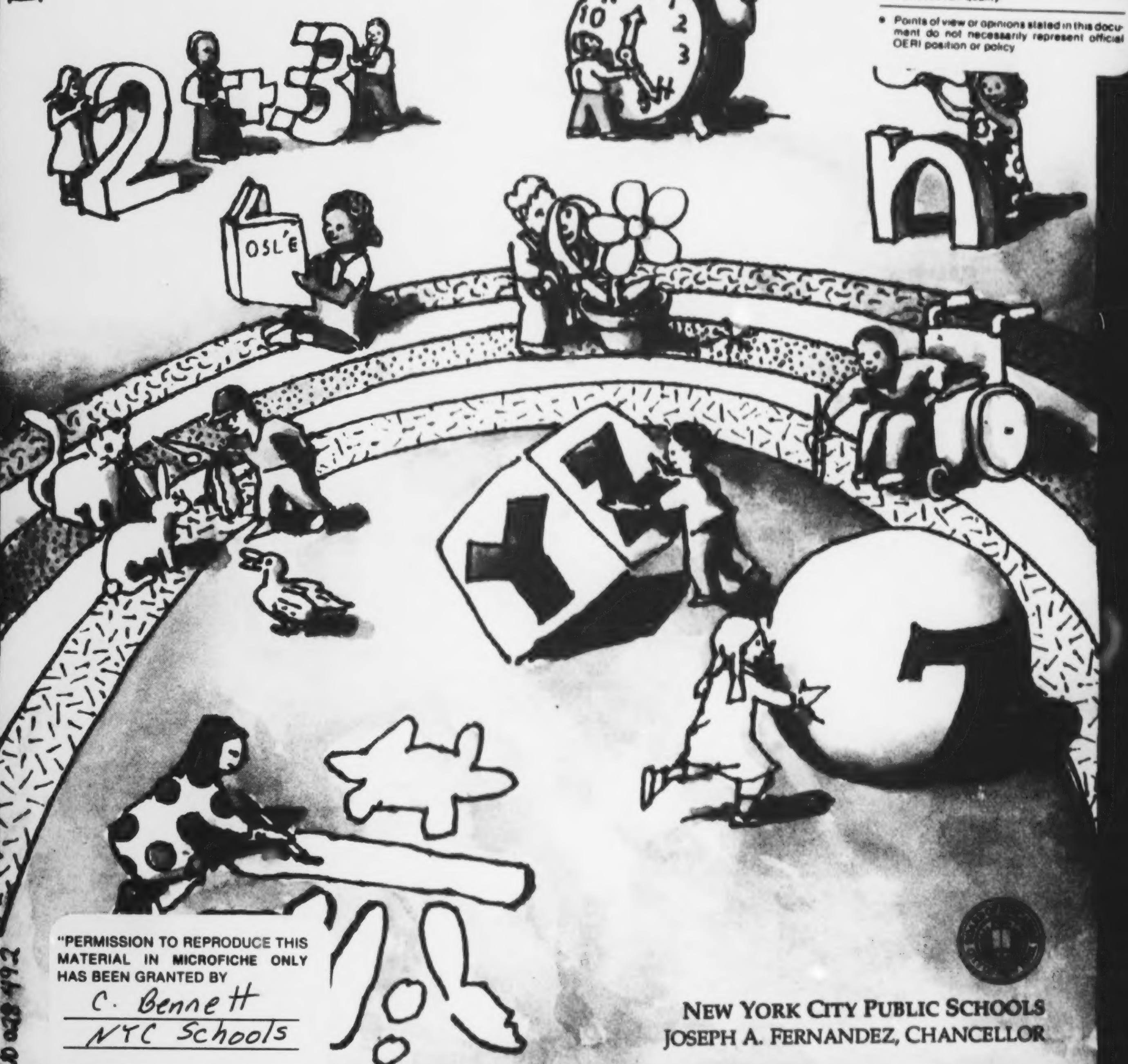
FIRST GRADE



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Children of the Rainbow
FIRST GRADE

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FOREWORD

New York City is one of the most pluralistic and diverse cities in the world. New York City Public Schools system students speak over one hundred languages, and many live in communities where languages other than English are spoken daily.

The diversity of the public schools provides numerous opportunities for students to develop positive understandings and respect for others of different racial, ethnic, religious, and cultural backgrounds. In order to live in harmony in our multiracial and multicultural city, our children need to hear many languages, appreciate various lifestyles and cultures, learn about the contributions that men and women from diverse groups have made to our society, and value the traditions we share as a democratic nation.

This manual provides suggestions and teaching materials that reflect the multicultural composition of our city. It offers guidance to teachers in using materials and in creating classroom environments that build respect and understanding among students of various ethnic and cultural backgrounds. The suggested themes and activities deal with topics that are developmentally appropriate for first grade children and useful in developing their self-esteem. The content and suggested approaches are geared to children's natural curiosity to explore and to learn about their environments, and will help children acquire knowledge, develop skills, and cultivate positive attitudes.

By assisting our students in building a solid foundation for learning and in appreciating customs, traditions, languages, and lifestyles other than their own, we can prepare them to grow, thrive, and eventually contribute to the life of our city and our nation.

Nilda Soto Ruiz
Chief Executive for Instruction

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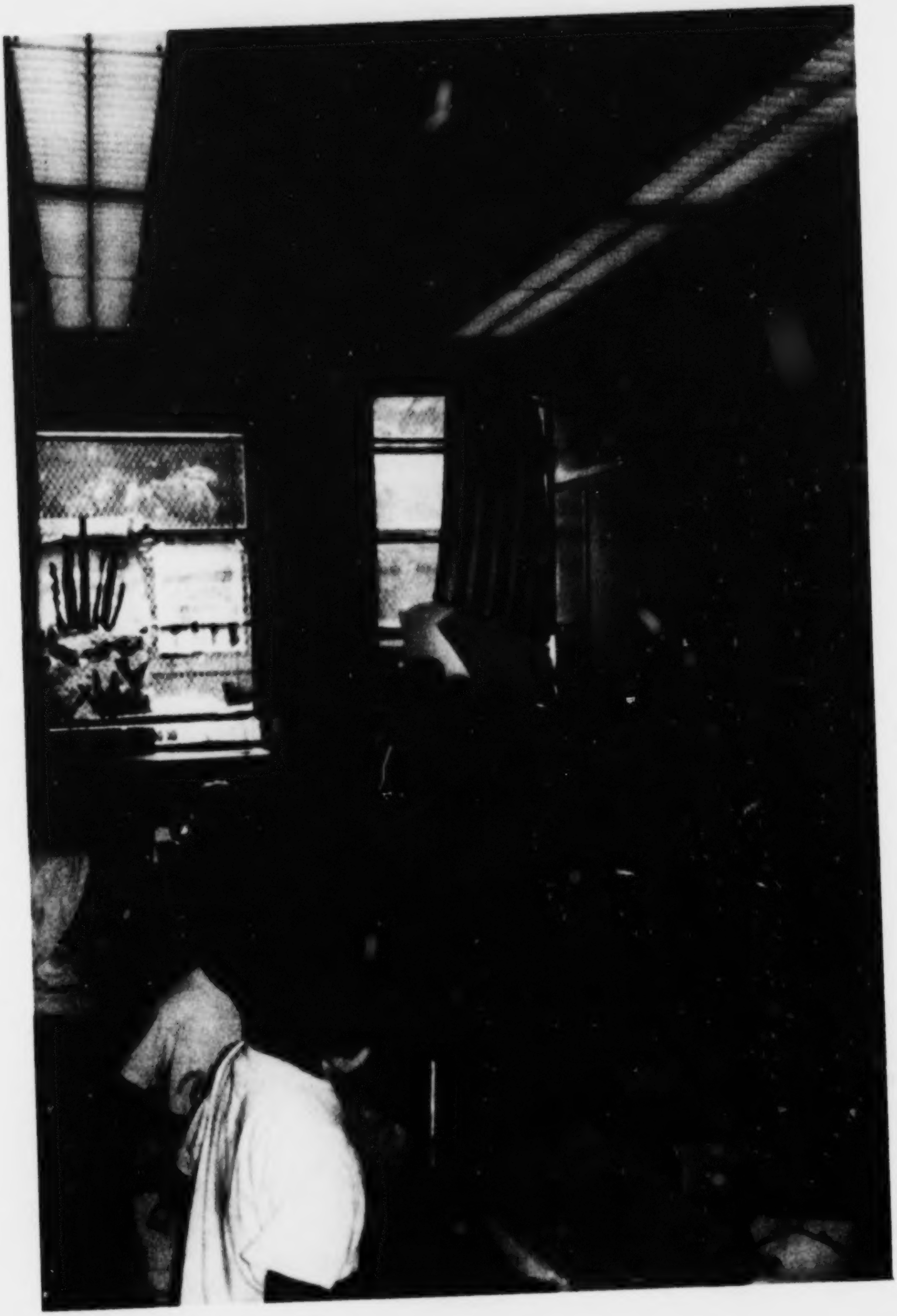

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INTRODUCTION

Children, Children Everywhere[*]

Children, children everywhere,
children dark and children fair,
children of all shapes and sizes,
children springing odd surprises,
children chasing, running races,
children laughing, making faces,
children cooking mud for dinner,
children, every one a winner.

Children jumping, children wiggling,
children grumping, children giggling,
children singing, sneezing, weeping,
children sometimes even sleeping,
children giving children hugs,
children chewing worms and bugs,
children in their parents' hair,
children, children everywhere.

—*Jack Prelutsky*

PROGRAM OVERVIEW

The first grade multicultural curriculum is designed to enable teachers to create learning environments that will enable all children to develop positive self-concepts, respect a diversity of cultures, conserve the environment, foster a life-long desire for learning, and begin developing the basic skills necessary for success in their school careers.

Teachers are advised to consult the activities for Limited English Proficient (LEP) children found in *Children of the Rainbow — First Grade/ESL Edition*. These activities are geared to the themes and learning experiences in this manual. Children, however, should be taught in their first language when possible. Bilingual teachers of Spanish, Haitian, and Chinese should have the appropriate native language and ESL editions.

This **Introduction** describes a philosophy which supports a high-quality, developmentally appropriate program through a multicultural perspective for first grade children. It also includes a chart that outlines growth patterns of first graders.

Section I: Planning for the First Grade provides strategies that will assist teachers in beginning the school year successfully. Developmentally appropriate multicultural activities and vital information regarding the bilingual and English as a Second Language programs are also included. Strategies for the child with limited English proficiency in a monolingual classroom are also highlighted in this section.

Section II: Creating a Learning Environment offers overall guidance for teachers in organizing and implementing a variety of instructional approaches. The use of learning centers is examined, and includes suggested techniques for managing centers and incorporating cultural and linguistic diversity.

Section III: Instructional Approaches and Strategies suggests a variety of approaches for implementing multicultural education, as well as basic skills, in the first grade classroom. Special attention is given to encouraging literacy through the creation of a literacy-rich environment, integrating mathematics skills into the children's everyday lives, and involving parents in the process of developing life-long learning in their children.

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[*] *Random House Book of Poetry for Children* (New York: Random House, 1983).

Section IV: Developing Themes of Study illustrates the thematic approach through five themes appropriate for first grade. Each theme is designed for immediate use for teachers; specific teaching materials and strategies exemplify developmentally appropriate experiences.

Section V: Working Together provides descriptions of shared responsibilities and activities for parents, teachers, and administrators. Suggestions for establishing parental involvement and positive home and school relationships are included.

Section VI: Societal Concerns — Children With Special Needs looks at current societal pressures and concerns affecting young children. Health problems, responsibilities for "latchkey" children, and alternative family structures are explored.

Section VII: Assessment outlines the procedures and strategies used to assess a child's progress. The Chapter 53 Screening program is reviewed and a developmental checklist and enrichment activities are described.

Section VIII: Current Research contains information on contemporary research to support the philosophy of developmentally appropriate practices.

Appendices A and B provide bibliographic information useful to the teacher in need of multicultural resources.

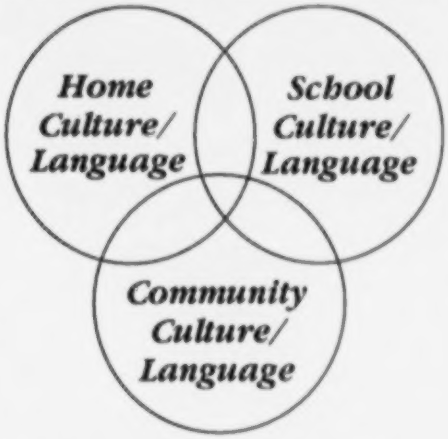
PROGRAM PHILOSOPHY

The way in which a society regards its children reflects its commitment to the future. Children remind us that the preservation of culture depends on many responsibilities. For educators, one such responsibility is the cultivation of children's feelings of uniqueness and individuality while exploring, acknowledging, and affirming their shared national, ethnic, linguistic, religious, and family experiences. To meet this challenge, the teacher needs to:

- identify the different cultures and languages of the children in the classroom;
- plan appropriate activities for infusing a multicultural/multilingual awareness into all of the curriculum areas;
- ensure that the classroom environment addresses a wide variety of ethnic, linguistic, and cultural backgrounds through games, books, and other materials;
- model behaviors which demonstrate appreciation and respect for the contributions of many cultures; and
- create an atmosphere in which individuality and diversity can be acknowledged and valued.

The widely differing needs, interests, and expectations of first grade children should be addressed through personalized, multicultural, developmentally appropriate learning experiences. Children should be continually encouraged to recognize and respect other groups and individuals while developing their own identity and sense of self-worth.

By acknowledging, respecting, and celebrating diversity, the teacher recognizes the whole child, and can plan experiences which extend multicultural awareness. By understanding the similarities and differences of cultural groups, children learn that all people have the same basic needs, though they may respond to them in different ways. Parents and community members are vital components in the process, enhancing the first grade program with contributions from their own varied backgrounds. As the following diagram illustrates, the truly multicultural classroom consists of three overlapping elements which are inseparable.



The teacher incorporates cultural and linguistic diversity in the classroom by allowing parents and community persons to enhance the program through appropriate contributions such as:

- Reading stories, folktales and poems that reflect different cultures and languages.
- Integrating realia from different cultures into the learning centers.
- Providing and displaying records, books, posters, magazines and tapes that are free of racial and sexual bias. They should reflect many cultures, lifestyles and languages.
- Displaying pictures that portray different family patterns and structures.
- Displaying and making art work and crafts (i.e., beadwork, masks, etc.) in the art center.
- Featuring nutritious recipes from many cultures during cooking and snack activities.
- Using curriculum resources and research information that reflect contributions made by people from many cultures.
- Displaying the children's self-portraits.
- Displaying pictures of members of different cultural groups in a wide variety of occupations.

This curriculum guide reflects the position statement of the National Association for the Education of Young Children (NAEYC) by supporting high-quality, developmentally appropriate programs for all children and their families. NAEYC's definition of developmental appropriateness encompasses a two-dimensional approach, age appropriateness and individual appropriateness, as follows:

- *Age appropriateness.* Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development — physical, emotional, social, and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- *Individual appropriateness.* Each child is a unique person with an individual pattern and timing of growth, as well as individuality personality, learning style, and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children arises from the interaction that takes place between the child's thoughts and the child's experiences—with materials, ideas, and people. These experiences should match the children's developing abilities, while also challenging their interest and understanding.*

In addition, the teachers must not only demonstrate a clear and definitive understanding of the general developmental patterns that hold true for most children within a given age span, but also understand the individual needs of the children in the class. These understandings establish the framework to create a learning environment that provides the children with many opportunities to initiate interactive activities with each other, with adults, or independently.

Typical growth patterns for six- and seven-year-olds are listed on the following page.

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* *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8,* Sue Bredekamp, Editor. National Association for the Education of Young Children, 1988, Washington, D.C.

Growth Patterns of the Six and Seven-Year-Old

Emotional

- Responds well to praise and emphatic listening
- Begins to make more accurate judgments about what is true or false
- Develops a sense of self control
- Begins to listen to others and to show social abilities such as "give-and-take"

Social

- Prefers to play with someone of their own sex
- Begins to internalize moral behavior and to acquire a conscience
- Looks to another child for gratification rather than to an adult
- Interacts with friends of a similar age.
- Begins to develop an ability to work and to relate effectively with peers.
- Tends to be possessive; sharing materials can be difficult.

Intellectual

- Begins to acquire skills necessary for thinking and solving problems mentally by manipulating objects symbolically
- Acquires knowledge from real experiences
- Develops an ability to accept another person's point of view
- Engages in interactive conversations with adults and children using oral communication that may include joking and teasing
- Learns to communicate through written language by dictating or writing stories about their experiences or fantasies
- Learns from symbolic experiences developed by reading books and listening to stories
- Understands what they read based on their abilities to relate the written word to their own personal experiences

Physical

- Slows down in physical growth
- Gains greater control of their bodies
- Sits for longer periods of time but are still physically immature
- Begins to develop fine motor skill necessary for writing
- Begins to develop eye-hand coordination
- Needs to be physically active to deter fatigue by sitting for long periods
- Prefers active rather than passive pursuits
- Expressing newly acquired physical power and control enhances self-esteem

*Principles of Appropriate Practice for Primary-Age Children**

- **Teachers of primary-age children must always be cognizant of the "whole child."** All areas of development are important — physical, social, emotional, and intellectual. Children are more likely to succeed in school when the school provides opportunities for them to use their bodies, make friends, and develop self-esteem, as well as acquire knowledge.

- **Throughout the primary grades, the curriculum should be integrated.** The curriculum does not need to be divided into discrete subjects with time allotted for each. Young children can learn reading as they discover information about science; they can learn writing when they work on social studies or art projects.

- **Primary-age children should be engaged in active, rather than passive, activities.** Children learn best from first-hand experiences. They do not develop concepts from sitting silently and listening to someone else talk.

- **The curriculum should provide many developmentally appropriate materials for children to explore and think about, and opportunities for interaction and communication with adults and other children.** Children learn best when they have real objects to manipulate, like blocks or science experiments, rather than only paper-and-pencil activities. Children need first-hand experience to solve problems. Their understanding is improved when they discuss what they experience with teachers and peers.

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* Adapted from *Appropriate Education in the Primary Grades: A Position Statement of the National Association for the Education of Young Children*, 1989, pp. 22-23.

- **The content of the curriculum should be relevant, engaging, and meaningful to the children themselves.** As children get older, they can learn more about distant lands and peoples, but they understand better when they can relate information and concepts to their own personal experiences.
- **Primary-age children are provided opportunities to work in small groups on projects that provide rich content for conversation, and teachers facilitate discussion among children by making comments and soliciting children's opinions and ideas.** Meaning projects that are completed over time help children to acquire deeper understanding of what they are learning . Research shows that engaging in conversation strengthens children's ability to communicate and to reason.
- **Teachers recognize the importance of developing positive peer group relationships and provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.** Having positive relationships and friendships with peers is essential for primary-age children to develop a sense of their own competence. Children who are isolated or neglected by peers are more likely to drop out or become delinquent in the future. When schools unduly rely on competition and comparison among children, they lessen children's optimism about their own abilities, and stifle motivation to learn.
- **The younger the children and the more diverse their backgrounds, the wider the variety of teaching methods and materials required.** No one teaching strategy will work for all children, because each child has a unique pattern and timing of development and learning style, as well as an individual family and cultural background. Good teachers use a variety of techniques to find the best match for each child.
- **Curriculum and teaching methods should be designed so that children not only acquire knowledge and skills, but also the disposition and inclination to use them.** It is as important for children to acquire the desire to read as it is for them to acquire the mechanics of reading; and it is as important for children to want to apply math to solve problems as it is for them to know their math facts.

THE MULTICULTURAL CLASSROOM

When planning the learning environment, the teacher considers the background, culture, language, strengths, interests, and needs of each child.

The multicultural classroom mirrors the many diverse cultures and languages within the city. Children need to see aspects of their home and community cultures reflected in the classroom. Such an environment encourages appreciation for the positive contributions of all cultures, and enhances a respect for the diversity in the lifestyles of their classmates.

The physical environment of the classroom should invite and encourage exploration and discovery. Children develop skills and concepts by participating in a variety activities from a variety of cultures. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The learning center approach allows children to learn through active participation. Children are able to manipulate materials and learn through discovery at their individual pace and ability level. The teacher structures the environment, sets up the centers, and keeps track of the children's progress.

The multicultural classroom:

- develops individual feelings of self-esteem, confidence, and cultural and linguistic identity.
- offers "windows" into the daily family life of the child.
- allows children to share and appreciate the richness of their backgrounds and cultures, as well as those of their peers.
- reflects the collective experience of the group as a whole.
- provides children with an extended, enriched vision of the world around them.
- encourages the growth of mutual respect and acceptance through appropriate work and play experiences.
- includes family and community as ongoing, important resources for extending children's understandings.
- provides a "mirror" so the child can see his or her lifestyle reflected in the lives of others.

Multicultural objectives are achieved through:

- hands-on experience.
- activities that provide experiences on varying levels of difficulty.
- use of multicultural materials to achieve, reinforce, or enrich skills.
- development of thinking and problem-solving abilities.
- sharing and cooperation.
- respect and appreciation for diversity of lifestyles, cultures, and languages.

The teacher in the multicultural classroom guides the children by being supportive and by expressing respect for each child. Children feel secure within an environment in which individual styles are appreciated and success is measured by individual efforts. Every child should leave school each day with a feeling of "success."

NORTH AM
ASIA

CHANCELLOR'S LEARNING OBJECTIVES

Grade One

The Chancellor's Learning Objectives (CLOs) are intended results for all students. The CLOs for a subject at a particular grade level comprise what students should know or be able to do at the end of a school year. They are derived from the New York State Education Department's outcomes and replace the Essential Learning Outcomes as the basis of the core curriculum (the basic content or course of study for a subject at a given grade level) for the New York City Public Schools. Preparation of CLOs for all subjects at all grade levels K-12 is currently underway.

The CLOs reflect a number of new emphases in curriculum development at both the state and city levels:

- outcome-based curriculum, instruction, and assessment;
- curriculum outcomes across disciplines to be described in similar language and formats; and
- developmentally appropriate expectations and activities.

CLOs for Grade One covering the four major disciplines — Communication Arts, Mathematics, Science, and Social Studies — are included in this guide. (Additional CLOs in Art, Guidance, Health, and Music are currently being developed.) They have been organized into five constituent parts:

- The *Focus* is the strand, theme, or topic that serves as the organizer for the CLOs in each subject area.
- The *Developmental Goals* are based upon what is developmentally appropriate physically, emotionally, intellectually, and socially for youngsters at specific age levels. The developmental goals apply to all subject areas at a given grade level.
- The *Subject Goal* describes the knowledge, skills, and attitudes that are expected from a student who has completed the subject. It is achieved over a long period of time and is not measurable.
- The *Outcome* is a statement of intended results for all students. It is observable, measured over a period of time, and derived from the subject goals. It is validated through both traditional and nontraditional methods of assessment.
- The *Performance Objectives* state what students will know or be able to do after the completion of a unit of study or theme. They are measurable, observable, and based upon an outcome.

The Chancellor's Learning Outcomes are intended to serve as a basis for curriculum development and revision, including the development and adaptation of lessons and activities by community school districts as well as individual schools.

Communication Arts

Note: Limited English Proficient (LEP) children will acquire all Communication Arts skills in their native languages, and will begin to develop these same skills in English through English As A Second Language (ESL) methodologies.

Focus:
Understanding Spoken Language

Developmental Goals:

Children will:
- show growing awareness of structure and functional aspects of oral communication and begin to group by identifying common properties.
- begin to think directedly, internalize different points of view, and determine the sequence and importance of events.
- continue to move away from an egocentric perspective towards acceptance of the ideas, feelings, and needs of others.
- begin to organize and determine the sequence and importance of events and express ideas clearly enough to be understood.
- continue to build upon foundations for a life-long sense of trust, self-acceptance, and initiative.

Subject Goal: Children will continue to improve auditory skills of perception, discrimination, and memory.

Outcome: Children will demonstrate the ability to discriminate among sounds using semantics, word attack skills, memory and syntax to derive meaning from discourse.

Performance Objectives:

Children will:
- distinguish between common sounds in the environment (including volume and pitch).
- recall a sound or sequence of sounds.
- identify rhyming words.
- distinguish between words and syllables.
- distinguish between beginning, medial, and final consonant sounds in words.
- distinguish changes in rhythm.
- recognize that voice shows feeling or emotion.
- predict words using context, syntax and phonetic clues.

Subject Goal: Children will continue to develop and improve auditory comprehension skills.

Outcome: Children will establish personal goals for listening and demonstrate comprehension through discussion.

- follow simple oral directions.
- follow a more complex series of directions.
- understand story content:
  - — retell a story
  - — draw conclusions
  - — make references
  - — explain cause and effect
  - — predict outcomes
  - — infer word meanings from context
  - — identify/infer important ideas
  - — distinguish between reality and fantasy
  - — identify speaker's message.

Subject Goal: Children will continue to develop positive listening behaviors and attitudes.

Outcome: Children will demonstrate positive attitudes and behaviors by choosing to listen to stories, engage in conversation and respond appropriately when listening to others.

Performance Objectives:

Children will:
- demonstrate an enjoyment of listening to adults and other children.
- express interest in the ideas of others.
- choose multicultural tapes and records as a listening activity.
- demonstrate an increase in their attention span.
- pose questions and offer comments that reflect listening for a purpose.

Subject Goal: Children will continue to acquire and develop oral language in order to enhance communication.

Outcome: Children will demonstrate facility in oral language through participation in activities that require clear expressions of feelings, logical accounts of real and fictional events and assimilation of new vocabulary.

Performance Objectives:

Children will:

- participate in multicultural group games and chants, poems, and songs.
- express opinions.
- discuss feelings.
- converse informally and formally with classmates and adults of various cultural groups.
- ask questions.
- engage in group discussions.
- learn and use new spoken vocabulary.
- retell, using correct sequence, familiar stories of various cultural groups.
- dramatize familiar stories of various cultural groups.
- describe the feelings of story characters.
- discuss pictures.
- conduct interviews.

Subject Goal: Children will continue to develop and exhibit positive attitudes and behaviors when speaking.

Outcome: Children will demonstrate positive attitudes and behaviors by choosing to share stories that reflect their cultural and linguistic backgrounds, engage in formal and informal discussion and respond appropriately to listeners' reactions.

Performance Objectives:

Children will:

- take pleasure in the exchange of ideas.
- enjoy the sharing of original stories, songs, poems.
- express pleasure in learning and using new words.
- converse informally with classmates and adults.
- demonstrate a willingness to talk about personal experiences.
- express interest in listeners' reactions.
- take pleasure in sharing family customs and traditions.

Focus:
Developing Reading Strategies

Developmental Goals:

Children will:

- learn to group by class and identify common properties.
- continue to show growing interest in the structure and functional aspects of written language and seek opportunities to use newly acquired skills.
- begin to think directedly, internalize different points of view, and recognize the relationships among ideas.
- continue to reconcile inner ("me") and outer ("not me") worlds through real and vicarious experiences.
- show a growing interest in the structure and functional aspects of written language.
- need opportunities to practice and apply newly acquired cognitive skills.
- continue to build upon foundations for a life-long sense of trust, self-acceptance, and initiative.

Subject Goal: Children will continue to develop and refine their visual skills of perception, discrimination, and memory.

Outcome: Children will demonstrate the ability to discriminate among objects, patterns, and shapes using prior knowledge and visual memory.

Performance Objectives:

Children will:

- distinguish colors, shapes, sizes.
- match shapes/forms, objects, pictures.
- match and distinguish letters, words, sentences.
- distinguish left from right.
- use left-to-right progression, in reading.
- describe details in a picture.
- distinguish figures from background.
- continue a simple pattern.
- identify a missing object in a group.
- identify upper and lower case letters.

Subject Goal: Children will interact with print in order to develop a meaningful sight word vocabulary and other skills that will increase comprehension.

Outcome: Children will demonstrate ability to read words on sight, label objects, write stories and find the meanings of unfamiliar words by using context.

Performance Objectives:

Children will:
- demonstrate an awareness of print in the environment.
- use name labels.
- use information charts.
- dictate stories for experience charts.
- begin writing and use invented spelling, where necessary.
- make picture and word associations.
- distinguish between antonyms and synonyms.
- use configuration (shapes) of words to recognize words.
- classify words according to function.
- use context for unfamiliar words.
- describe how qualifying words (adjectives, adverbs) add to meaning.
- use picture clues to obtain meaning (e.g., predict outcomes, clarify vocabulary).
- demonstrate an awareness of printed words in languages other than English.

Subject Goal: Children will further develop and refine their reading comprehension strategies and critical thinking abilities in order to extract meaning from print.

Outcome: Children will establish personal goals for reading, move from teacher-directed to self-directed strategies and reflect on their own progress.

Performance Objectives:

Children will:
- follow simple written directions.
- make picture/sentence associations.
- read to reflect punctuation.
- identify details.
- recall sequence.
- identify the main idea.
- use context clues to understand words that may have multiple meanings.
- explain cause and effect.
- predict outcomes, make inferences.
- make judgments/draw conclusions.
- make comparisons, predict outcomes.
- choose books of various cultural groups from which to gather facts.
- distinguish between reality and fantasy; fact and opinion.
- read to reflect author's meaning.
- summarize.
- maintain learning logs.

Subject Goal: Children will continue to develop an appreciation for literature.

Outcome: Children will express appropriate emotional reactions to a selection and create products that demonstrate their personal responses.

Performance Objectives:

Children will:
- recognize humorous elements.
- interpret a character's actions, feelings, traits.
- use figurative language in stories and poems.
- identify literary forms — poetry, plays, biographies, folk literature (folktales, fairytales), myths — from a variety of cultures.
- explain the elements of a story (plot, characters, setting) that contribute to emotional impact.
- discuss feelings about the characters in the story.
- respond to literature from a variety of cultures through such means as response journals, illustrations, and role playing.
- share literature that reflects their own cultural and linguistic backgrounds.

Subject Goal: Children will continue to expand upon phonetic analysis skills through meaningful print in context.

Outcome: Children will demonstrate independence and proficiency in deriving meaning from text by using prior knowledge, context clues, patterns, and phonetic analysis.

Performance Objectives:

Children will:
- identify letters.
- match capital and lower case letters.
- use rhyming words.
- discriminate between similar words.
- blend sounds.
- substitute consonants to form new words.
- substitute vowels to form new words.

- recognize sound/symbol relationships:
  - — initial consonants
  - — final consonants
  - — medial consonants
  - — consonant blends
  - — vowels
  - — digraphs
  - — diphthongs
- demonstrate an awareness of variations in vowel sounds.
- use context clues to understand words with multiple meanings.
- use context clues and prior knowledge to identify the meaning of unfamiliar words.
- use syntax and phonetic clues to find the meaning of unfamiliar words.

Subject Goal: Children will continue to develop and expand upon structural analysis skills through meaningful print in context.

Outcome: Children will demonstrate independence and proficiency in deriving meaning from text by using prior knowledge, context clues, oral and written language patterns, and structural analysis.

Performance Objectives:

Children will:

- demonstrate an awareness of:
  - — words with plural endings.
  - — verbs with reflexive endings.
  - — simple contractions.
  - — words with comparative endings.
  - — possessives.
  - — compound words.
  - — words with suffixes.
  - — root words.
  - — words with prefixes.

Subject Goal: Children will begin to develop library and study skills.

Outcome: Children will demonstrate the ability to apply library and study skills to complete a variety of activities and projects.

Performance Objectives:

Children will:

- demonstrate the ability to use the library.
- explain roles of author and illustrator.
- identify parts of a book (e.g., title, table of contents).
- locate various sources to obtain information.
- record information in various forms (e.g., charts, stories, summaries, semantic maps).
- use symbols to locate places on simple maps and globes.
- use a picture dictionary.
- alphabetize through the second letter.
- read silently with comprehension.

Subject Goal: Children will continue to develop and exhibit positive attitudes and behaviors toward reading.

Outcome: Children will demonstrate positive attitudes toward reading by choosing to read for recreation and information, selecting from a variety of genres about a variety of cultures, sharing literature with others and responding appropriately to stories read aloud.

Performance Objectives:

Children will:

- enjoy good literature and poetry from a variety of cultures.
- demonstrate interest by exhibiting good listening habits.
- read with interest and joy.
- develop dispositions for becoming life-long readers.
- select reading as a center/choice time activity.
- discuss books with others.

Focus:
Developing Writing Strategies

Developmental Goals:

Children will:

- begin to use small muscles to complete fine motor tasks associated with writing letters and words.
- begin to organize and determine the sequence and importance of events and express ideas clearly enough to be understood.
- continue to build upon foundations for a life-long sense of trust, self-acceptance, and initiative.

Subject Goal: Children will develop and improve fine motor skills necessary for writing.

Outcome: Children will demonstrate their fine motor skills by creating products which require the use of a variety of media, tools, and forms.

Performance Objectives:

Children will:
- assemble simple puzzles.
- fingerpaint designs, pictures, shapes.
- string beads.
- mold clay into various forms.
- paste pictures/shapes to background sheet.
- pour liquids (e.g., juice, paint).
- draw simple pictures/shapes/designs.
- hold and use crayons appropriately.
- manipulate scissors and cut.
- hold and use pencils appropriately.
- fold paper.
- paint with brushes on newsprint.
- trace names, letters, words.
- copy names, letters, words, sentences.
- independently write letters, words, sentences.

Subject Goal: Children will develop and improve early writing abilities.

Outcome: Children will utilize the mechanics of writing in pieces that clearly express personal feelings, tell fictional stories, and give accounts of real events.

Performance Objectives:

Children will:
- associate oral language with print.
- experiment with letter shapes.
- use invented spelling to write new words.
- write their own stories.
- write sentences using known words.
- establish line-to-line progression.
- use spaces between words.
- use appropriate punctuation.
- write simple poems.
- create new endings for stories.
- write invitations, announcements, and simple letters using correct format.

Subject Goal: Children will develop and exhibit positive attitudes and behaviors toward writing.

Outcome: Children will demonstrate positive attitudes toward writing by choosing to write as a means of expressing their ideas and feelings, sharing their work, and listening respectfully to the efforts of classmates.

Performance Objectives:

Children will:
- express pride in their growing mastery.
- enjoy reading their written work to others.
- take pleasure in writing original stories, poems, songs.
- discuss their appreciation of the literary efforts of classmates.
- retell classmates' stories.
- enjoy listening to classmates' pieces which reflect diverse cultural and linguistic experiences.

Mathematics

Focus:
Communicating ideas about numbers, numeration, and number sense

Developmental Goals:

Children will:
- develop concepts and problem exploration ability.
- improve in ability to express ideas clearly.
- seek a sense of industry and accomplishment.
- demonstrate the ability to begin fine motor tasks.

Subject Goal: Children will construct number meanings, understand our numeration system, and develop number sense for the purpose of linking mathematics to real life situations in our culturally diverse society.

Outcome: Children will interpret the uses of numbers in problems and real life situations.

Performance Objectives:

Children will:
- identify numerical information within a picture.
- develop questions based on daily life (e.g., questions about attendance, temperature, cost of items in a store).
- translate a story problem into a number sentence.
- create a story problem illustrating a given number less than 100 or a given number fact.

Outcome: Children will construct number meanings through real life situations and the use of physical material.

Performance Objectives:

Children will:
- demonstrate familiarity with the occurrence of numbers and numerals in real life situations, using stories, games, art, science, and social studies projects.
- develop the idea that a number has many names.
- use manipulative materials (e.g., beans, shells, blocks, links, buttons) to explore the concepts of odd and even, cardinal numbers, sorting, and classifying.
- develop an understanding of the number zero.

Outcome: Children will demonstrate understanding of our numeration system by explaining and relating grouping, counting, and place value concepts.

Performance Objectives:

Children will:
- explain and demonstrate the meaning of each digit in numerals representing numbers less than 100, using manipulatives.
- count and group by tens quantities through 90 using base ten materials and other manipulatives.
- identify and write numerals through 99 representing the number of items in a group (using concrete material).

Outcome: Children will develop number sense through activities involving estimation, patterns, relationships, fractions, and decimals.

Performance Objectives:

Children will:
- estimate the quantity and group into tens and ones using manipulative material (e.g., beans, shells, or blocks).
- extend and describe non-numerical and numerical patterns.
- separate representative groups of objects into halves, fourths, eighths, and thirds; identify, write, and record this activity using fractional symbols.
- read and explain money notation (decimals) to $9.99.

Focus: Understanding and using the Fundamental Operations

Developmental Goals:

Children will:
- improve in ability to express ideas clearly and develop concepts.
- begin to internalize actions (begin to do mentally what was done by hand).

- show growing interest in functional (cognitive) aspect of language.

Subject Goals:

Children will construct and demonstrate an understanding of:
- concepts and relationships of the fundamental operations (addition, subtraction, multiplication, and division) providing illustrations from culturally diverse sources in daily life.
- the use of calculators to find sums and differences and investigate skip counting and multiplication as repeated addition.
- basic facts and algorithms.

Outcome: Children will develop meaning for the operations of addition, subtraction, multiplication, and division by modeling and discussing a variety of problems.

Performance Objectives:

Children will:
- recognize and demonstrate that addition may be viewed as forming the union of groups which have no elements in common.
- recognize and demonstrate that subtraction may be viewed as the removal of members from a group.
- arrange concrete objects in rectangular arrays, and discuss the arrays using the words "row" and "column" (multiplication readiness).
- demonstrate the concept of sharing (equal portions) with concrete objects (division readiness).
- develop an understanding of 1/2, 1/3, and 1/4 by dividing clay, food, paper regions (circular, square, rectangular), and sets of items into two, three, and four equal parts.

Outcome: Children will relate mathematical language to problem situations and informal language.

Performance Objectives:

Children will:
- develop questions based upon information obtained from a picture.
- solve story problems through the dramatization of culturally varied situations.
- explore, orally, classroom problem situations which have numerical aspects (such as attendance, time schedule, lunch money, and the calendar).

Outcome: Children will develop operation sense.

Performance Objectives:

Children will:
- identify the commutative and associative properties of addition.
- describe and demonstrate the inverse relationship between addition and subtraction.
- describe the special role of zero in addition and subtraction.

Outcome: Children will model, explain, and develop reasonable proficiency with basic facts and algorithms for addition and subtraction.]

Performance Objectives:

Children will:
- identify and explain the meaning of the symbols +, -, =, using concrete objects and stories about real life situations.
- demonstrate mastery of addition and subtraction facts involving numbers through 10, using concrete objects and then paper-and-pencil.
- read and complete number sentences with frames.
- add and subtract in vertical and horizontal formats.

Outcome: Children will use mental computation and estimation techniques.

Performance Objectives:

Children will
- demonstrate, using concrete objects and balance scales, an understanding of terms such as greater than, less than, and equivalent.
- estimate the quantity of a group of objects (using manipulative material such as beans, shells, blocks); count, and compare the counted result and the estimate.
- solve simple problems using mental mathematics.

Outcome: Children will use calculators in appropriate situations.

Performance Objectives:

Children will:

- use arrays, number lines, and calculators to show the relationship between addition and multiplication (as repeated addition).
- use calculators to demonstrate the inverse relationship between the operations of addition and subtraction.
- use calculators to investigate patterns such as skip counting by 2, 5, and 10.
- use calculators to find sums and differences.

Focus: Investigating Geometry and Measurement

Developmental Goals

Children will:

- develop skills through real life experiences.
- improve in ability to express ideas clearly and develop concepts.
- have developed small muscles enough to begin fine motor tasks.

Subject Goal: Children will investigate concepts of geometry/measurement and develop an understanding of the properties of geometric shapes, geometric relationships, spatial sense, and the processes of measuring and estimating measures.

Outcome: Children will observe and classify geometric shapes in the environment, discussing likenesses and differences.

Performance Objectives:

Children will:

- classify objects by attributes of size, shape, and color.
- use concrete objects and geometric shapes to create patterns.
- investigate and predict the results of combining, subdividing, and changing objects or figures with various geometric shapes.
- explore whether or not a given line is a line of symmetry for a figure (halves).
- investigate/explore the properties of two- and three-dimensional figures (such as cylinders, cubes, and rectangles) using everyday objects and clay.
- communicate information about the position of objects in space or figures on a page using appropriate language: inside/outside, above/below, top/bottom, left/right, between/next to.

Outcome: Children will practice and explain the process of measuring and concepts related to units of measurement.

Performance Objectives:

Children will:

- use nonstandard/arbitrary units and standard units of measure to explore, record, and discuss findings when measuring concrete objects, using terms such as: long, longer, longest; wide, wider, widest; narrow, narrower, narrowest; tall, taller, tallest.
- discover and discuss the need for standard units of measure (such as time to the hour, day, month, and year) and explore the relationships among the units.
- demonstrate and discuss concrete experiences in exchanging measurement units (such as pennies for nickels and dimes).

Outcome: Children will explain the attributes of length, capacity, weight/mass, area, volume, time, temperature, and angle.

Performance Objectives:

Children will:

- explore, concretely, equality and inequality while comparing length, distance, area, mass, capacity, temperature, and time.
- use various containers (such as liter bottles and cereal boxes) and a balance scale to explore volume, weight/mass, and capacity.
- discover water's freezing point and boiling point in degrees (Fahrenheit/Celsius) using "kitchen physics."

Outcome: Children will estimate number, length, capacity, weight, and area.

Performance Objectives:

Children will:
- compare estimation strategies with materials such as stacks of interlocking cubes or buttons in a jar using terms such as "about," "near," "closer to," "between," and "a little less than."
- explain when estimated values are appropriate and when exact values are needed.
- assess the reasonableness of results by comparing estimates to counted or calculated results.

Focus: Investigating Statistics and Probability

Developmental Goals:

Children will:
- become more interested in community.
- improve in ability to express ideas clearly and develop concepts.
- begin to think directedly (simple cause-effect).

Subject Goal: Children will understand and use statistics/probability in evaluating data for the purpose of informing, predicting, and decision-making.

Outcome: Children will collect and organize data.

Performance Objectives:

Children will:
- collect data using various methods, including tallying and surveying.
- represent data in various ways, including concrete models, pictographs, charts, and tables.
- compare quantities using the terms "more," "less," and "the same."
- arrange the members of a given set of objects in size order.

Outcome: Children will interpret data presented in various forms.

Performance Objectives:

Children will:
- discuss data derived from personal or group experiences.
- use reasoning to make predictions when exploring concepts of chance.

Outcome: Children will develop an ability to use data in solving real life problems.

Performance Objectives:

Children will:
- explore concepts of certainty, chance, and fairness.
- make choices or answer questions about real life situations based on given information.

Science

Focus: Properties of Objects — Mass

Developmental Goals:

Children will:

- begin to think directedly.
- begin to internalize actions.
- determine hierarchical order of events or objects.
- begin to internalize different points of view.

Subject Goal: Children will organize objects based upon the objects' physical properties.

Outcome: Children will identify the physical properties of objects.

Performance Objectives:

Children will:

- observe an assortment of objects.
- use the appropriate senses in determining the properties of an object.
- identify different colors.
- compare objects by size.
- measure the lengths of objects using nonstandard units.
- discuss what shapes are.
- identify and construct the following geometric shapes: circle, square, rectangle, triangle, diamond.
- explain the observable differences in geometric shapes.
- give examples of different textures.
- compare the smoothness or roughness of several objects.
- demonstrate the ability to use a pan balance, arrange objects according to their mass, and distinguish differences in the mass of objects by using a pan balance
- compare mass of objects by using children's hands.
- discuss which method of comparing mass is most accurate.
- design a method of determining the mass of objects using a nonstandard unit of measure.
- compare the mass of objects using a nonstandard unit of measure and a pan balance.
- identify the odors of some common objects.
- sort objects according to their properties.
- compare and contrast objects.
- name common properties of sorted objects.
- use physical properties to identify an "unknown" object.
- categorize objects into living and nonliving groups.

Focus: Magnetic Properties

Developmental Goals:

Children will:

- begin to internalize actions.
- begin to think directedly.
- determine hierarchical order of objects and events.

Subject Goal: Children will investigate the property of an object.

Outcome: Children will demonstrate how magnets interact with other objects.

Performance Objectives:

Children will:

- classify objects that are magnetic and non-magnetic.
- demonstrate properties of magnets.
- define the terms "attract" and "repel."
- predict whether or not an object will interact with a magnet.
- identify the uses of magnets in the classroom and home.
- compare the strengths of two different magnets.
- sort magnets by their shape, size, and strength.

Focus: Phases and Heat Interactions

Developmental Goals:

Children will:

- begin to internalize actions.
- begin to think directedly.
- determine hierarchical order of objects or events.
- cooperate with others to satisfy their own needs.

Subject Goal: Children will understand that properties of an object may be changed.

Outcome: Children will describe how the properties of an object may be changed by temperature.

Performance Objectives:

Children will:

- explain the changes in liquids when the liquids are heated or cooled.
- explain how heat changes the physical properties of popcorn.
- give examples of melting and freezing.
- describe the process of evaporation.
- explain the changes in phase (changes of state from ice, to water, to water vapor).
- design a method of timing (e.g., counting, clapping).
- sequence pictures of events.
- categorize objects as solids, liquids, or gases.
- create a chart listing the properties of each phase (state) of matter.
- describe the effect of heat on the properties of wax and chocolate.
- construct models of thermometers.
- explain what happens to the liquid inside a thermometer as the temperature changes.
- compare the temperature of two different objects or places in the classroom using a thermometer.
- infer how objects will appear after they are heated.
- give examples of objects that can be categorized as cold, warm, or hot.
- identify changes in properties of several objects after they are heated.
- list fire safety rules.
- explain the effect of heat on objects.

Focus: Weather Changes

Developmental Goals:

Children will:

- begin to internalize actions.
- begin to think directedly.
- determine hierarchical order of objects or events.
- cooperate with others to satisfy their own needs.

Subject Goal: Children will understand how changing conditions affect living things.

Outcome: Children will discuss how weather conditions affect people's lives.

Performance Objectives:

Children will:

- list the elements that make up the weather.
- identify the direction in which the liquid inside a thermometer moves when the temperature gets warmer or cooler.
- read the temperature using an early childhood thermometer.
- describe the weather conditions of the day.
- record data about the weather on a chart.
- compare and contrast the weather over a period of time (two or more days).
- describe how weather conditions influence daily activities.
- classify clothing, tools, and other objects according to the kind of weather with which they are associated.
- give examples of how the sun influences the earth.
- create shadows by cutting out designs or objects.
- describe how weather conditions affect the types of people's houses, work, and food they eat in different places.
- describe how weather affects plants and animals.
- construct model clouds using cotton.
- describe seasonal changes in weather.
- predict likely weather changes based on observation.
- match appropriate clothing with each season.
- create stories about clouds.
- construct a pin wheel.
- compare rainfalls using a rain gauge.
- observe snowflakes using a hand lens.
- observe snow change into a liquid.
- give examples of safety precautions to use in the snow.
- construct a weather clock.
- compare and contrast weather in various locations around the world.

Focus: Plant Characteristics

Developmental Goals:

Children will:

- begin to think directedly.
- determine hierarchical order of objects or events.
- begin to identify intentions of behavior.
- cooperate with others to satisfy their own needs.

Subject Goal: Children will understand the basic needs of plants.

Outcome: Children will care for a plant.

Performance Objectives:

Children will:

- identify roots, stems, leaves, and flowers as parts of a plant.
- explain how plants use their parts.
- describe the characteristics of plants as they grow.
- identify what plants need for growth.
- describe several ways plants reproduce.
- identify the seed coat, the inside of a seed (cotyledon) and embryo.
- observe and record the germination of a seed.
- predict what one seed will become.
- conduct an experiment.
- describe the effect that varying amounts of water has on the germination of seeds.
- describe the development of a plant from a seed.
- compare and contrast seeds according to different characteristics (size, shape, color, texture)
- group seeds according to different characteristics.
- observe and count the seeds in a fruit.
- measure the growth of a seedling using nonstandard units.
- conduct a controlled experiment to determine if plants need water to stay alive.
- observe, describe, and record changes in plants over a period of time.
- explain the importance of water to plants.
- care for plants in the classroom.
- identify different sizes, shapes, and colors of plants.
- observe a variety of leaves.
- demonstrate the ability to collect and test leaves.
- describe how leaves in each group are alike and different.
- discuss what they like about the differences and similarities of leaves.
- explain what happens to plants when their needs are not met.
- distinguish between a healthy and unhealthy plant.
- categorize living objects into plant and animal.

Focus: Animal Characteristics

Developmental Goals:

Children will:

- begin to think directedly.
- determine hierarchical orders of objects or events.
- begin to identify intentions of behavior.
- cooperate with others to satisfy their own needs.

Subject Goal: Children will be able to describe how animals meet their needs.

Outcome: Children will be able to understand that animals have different needs.

Performance Objectives:

Children will:

- identify food, air, water, and shelter as the things animals need to stay alive.
- explain how animals are alike, different.
- explain what they like about the differences and similarities of animals.
- identify different ways animals obtain food and water.
- identify ways animals use their mouths and feet to obtain food.
- infer how some animals protect themselves.
- describe how animals use body parts to move.
- name some animal habitats.
- give examples of different animal shelters.
- identify products and services humans obtain from animals.
- identify ways animals change and grow.
- compare and contrast animal sizes.
- explain how people may care for some animals.
- list some ways people meet the needs of their pets.
- recognize that animals in the wild care for themselves.
- compare and contrast the needs of humans and animals.
- compare and contrast the life spans of several animals and humans.
- compare and contrast the characteristics of plants and animals.
- locate the homes of several "exotic" animals.
- observe animals at a zoo.
- identify different body coverings of animals.
- demonstrate ability to classify animals by specific characteristics.
- discuss the idea of animals' dependence.

Social Studies

Focus: Appreciating Human Diversity

Developmental Goal: Children will reconcile the inner ("me") and the outer ("not me") world.

Subject Goal: Children will understand that each person is a unique individual.

Outcome: Children will be able to explain the physical characteristics, abilities, interests, and feelings that make human beings special or unique.

Performance Objectives:

Children will:
- describe their own physical characteristics.
- create a form to show their own physical features and compare it with that of classmates.
- discuss the physical similarities and differences between themselves and others.
- compare and contrast their physical appearance to that of another child.
- demonstrate an appreciation of the ways people are similar and yet also special and unique.
- describe the changes in themselves and their classmates which have occurred over the year.
- demonstrate an awareness of individual uniqueness.
- describe their personal feelings.
- use simple greetings in other languages.

Focus: Families

Developmental Goal: Children will understand the importance of cooperating with others to satisfy one's own needs.

Subject Goal: Children will realize that families are unique and special.

Outcome: Children will describe different family functions and structures.

Performance Objectives:

Children will:
- describe the role of each family member.
- discuss the reasons why people group themselves into families (i.e., basic needs of food, shelter, clothing and affection).
- explain how the composition of a family unit can differ.
- identify the kinds of work that family members do at home.
- list the roles of family members outside the home.
- discuss how their families use leisure time.
- compare and contrast the ways different families share leisure time.
- explain the need for rules at home.
- identify the rules and responsibilities of each of their family members.
- discuss personal family traditions and customs.
- describe how families spend their holidays together.
- discuss family traditions from other cultures.

Focus: Rules

Developmental Goal: Children will understand the importance of cooperating with others to satisfy one's own needs.

Subject Goal: Children will appreciate the importance of rules in facilitating interpersonal and intergroup relations.

Outcome: Children will be able to appreciate the need for rules to protect their health and safety, and to maintain order in any grouping within which individuals interact.

Performance Objectives:

Children will:
- discuss the definition and need for rules.
- give examples of rules in the home, schools, public places, local communities and the world.
- compare and contrast the kinds of rules followed in various arenas of human interaction.
- explain the need for rules.
- devise a list of appropriate classroom rules.
- discuss how rules are made.
- explore how rules are changed.
- examine rules which have been changed over time.
- analyze the responsibilities of individuals in groups to obey rules.

Focus: Citizenship

Developmental Goal: Children will reconcile the inner ("me") and outer ("not me") worlds.

Subject Goal: Children will develop an awareness of our diverse national heritage and a respect for all cultures that have contributed to our past.

Outcome: Children will recognize good citizenship includes an awareness of our nation's symbols, patriotic national holidays, and honoring leaders and events in our past.

Performance Objectives:

Children will:

- discuss the contributions of the various cultural groups to the growth of our country.
- discuss the contributions of national leaders to the development of our country.
- recognize the American flag as our national symbol, and memorize the words of the pledge of allegiance.
- identify patriotic holidays by name, and explain why each one is celebrated.
- identify holidays that recognize the contributions of leaders from various cultural groups.
- present information about national holidays and/or national leaders through dramatization and as a member of a group performance.
- demonstrate ideas and feelings about national leaders, holidays and the flag through the use of the arts and/or writing process.
- identify the key symbols and flags of other countries.
- create a class symbol.
- recommend a new celebration to honor a local or national individual or event.

Focus: People's Wants and Needs

Developmental Goal: Children will develop a sense of industry and accomplishment.

Subject Goal: Children will recognize the conflict between unlimited needs and wants.

Outcome: Children will understand that people and families use tools, and work for a living as means of reconciling their unlimited needs and wants and the limited resources available.

Performance Objectives:

Children will:

- discuss the differences between a want and a need.
- examine the problems resulting from a society in which people have unlimited wants and needs but only limited resources.
- demonstrate an awareness of the problem of having wants and needs and not being able to satisfy all of them.
- examine the use of tools to accomplish, work, extend human capabilities and develop resources.
- explain the different ways people earn a living to buy things they want and need by using their ideas, abilities, skills, resources and tools.
- compare and contrast the way people in different communities earn a living.
- demonstrate an understanding of how achieving a sense of industry and accomplishment is related to satisfying one's needs and wants.
- examine the ways families organize and work to meet their needs and wants.

Focus: Communities Organize to Meet People's Needs and Wants

Developmental Goal: Children will appreciate the importance of cooperating with others to satisfy one's own needs.

Subject Goal: Children will recognize the conflict between unlimited needs and wants and limited resources.

Outcome: Children will be able to recognize that people in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.

Performance Objectives:

Children will:

- give examples of goods and services used in their family, school, and community.
- differentiate between service and goods providers.

- explain how people work to exchange money earned for goods and services.
- explain how people act as both producers and consumers of goods and services.
- describe how family members provide goods and services for the community.
- describe how neighborhood business and governmental agencies provide goods and services for families.
- identify the human and capital resources needed to operate a neighborhood store or governmental agency.
- discuss the steps needed to produce a specific product.
- discuss how goods are made and transported from many different parts of the world.
- discuss the means by which the government supplies services to meet the needs of the community.
- recognize products used by cultural groups other than their own.

Focus: Locating Places

Developmental Goal: Children will reconcile inner ("me") and outer ("not me") worlds.

Subject Goal: Children will develop an awareness of one's surroundings and changes in those surroundings.

Outcome: Children will be able to use maps to determine location of places and things in their classrooms, community, nation and the world.

Performance Objectives:

Children will:

- describe the location of an object or a place using the basic concepts of left/right, above/below, near/far, front/back, here/there, up/down, top/bottom, and over/under.
- examine how maps can show the location of objects or places and direction.
- observe how the following geographic features are represented on a globe: continent, oceans, North and South poles, and countries.
- discuss the uses of maps and globes in people's everyday lives.
- describe the physical shapes, topography, and national boundaries of the United States as they are represented on maps and globes.
- demonstrate an understanding of the geographic directions of North, East, South, and West.
- locate certain cities, countries, continents, and bodies of water on a map or globe.
- demonstrate an understanding that people from other parts of the world live in the United States.

Focus: Looking at the Past

Developmental Goal: Children will determine a hierarchical order of events, and will be able to engage in directed thinking (simple cause-and-effect relationships).

Subject Goal: Children will become aware of the importance of examining the effects of change over time.

Outcome: Children will discuss and examine the significance and means by which they can learn about their personal, family and nation's history.

Performance Objectives:

Children will:

- describe how people, places and things change over time.
- discuss changes which take place over people's lifetimes and their reactions to these changes.
- examine their own family histories.
- identify similarities and differences in the histories of different peoples.
- examine different family customs and traditions based on family history/heritage.
- compare and contrast the customs and traditions developed by different families over time.
- place events in chronological order.
- examine the means by which they can learn about the past.
- predict some changes that may occur during their lifetimes.

SECTION I: PLANNING FOR THE FIRST GRADE

THE FIRST DAYS

OVERVIEW

This subsection, *The First Days*, assists the teacher in day-by-day planning of the first critical days of the school year. It contains the following information and procedures:

- Before the Children Arrive
- Planning for the First Grade
- A First Day in the First Grade
- A Second Day in the First Grade
- Sample Weekly Schedule
- Management Routines (including Learning Centers, Fire Drills, Bathroom, Clean-up, Attendance, Lunchtime, and Homework)

The establishment of routines is crucial at this time. Routines that require specific attention are drills, getting clothing, lining up, responding to signals, toileting, and lunch procedures.

Greeting parents as they bring their children to school is the time to begin the partnership of home and school. The teacher should use the first days to develop a solid relationship with parents. Suggestions for interacting with parents appear in *Section V: Working Together*.

The guidelines for the teacher are designed to present a holistic approach to children's learning. The first days in the classroom should set the stage for developing a first grade program that is organized, productive, and happy.

While *The First Days* provides information needed immediately, other subsections give the teacher a broad framework from which to begin. *The Value of Play* reviews the importance of play to the first grader's learning process. It also suggests some ways in which play may be integrated into the curriculum to make learning more meaningful and enjoyable. *Working with the LEP Child in a Monolingual Setting* explains the needs of the child whose first language is not English and provides the New York City Public Schools policy as well as helpful strategies for meeting those needs.

BEFORE THE CHILDREN ARRIVE

Allow time for planning and designing the classroom environment before the children arrive. Display welcoming signs and posters in more than one language; bulletin boards should be decorated with cheerful colors in anticipation of displaying children's work.

Familiarize yourself with the building's physical layout and with the school organization (names of teachers, administrators, and other staff members). A "school tour" to acquaint children with the building may be planned for early in the year. Both new and experienced teachers need to review and update school regulations, such as those that involve:

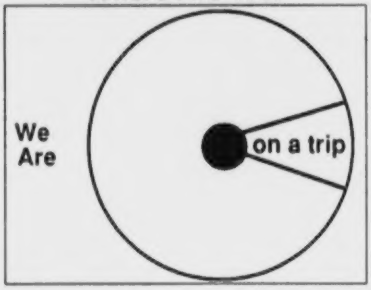
- assigned entrances and exits.
- routines for arrival and dismissal.
- attendance requirements.
- emergency and fire drill procedures.

Many teachers use this time before pupils arrive to complete necessary clerical work and to plan for effective recordkeeping. When paperwork is organized efficiently, teachers are free to spend more time with the children. Teachers should prepare various forms, charts, and folders for use during the school year. One suggestion is to use a different-colored folder for each item being saved such as:

- school notices and announcements.
- letters from parents.
- dental and absence notes.
- trip information and consent slips.

Prepare a program card and other required information for the classroom door. The teacher may wish to design a "Where Are We?" sign, using two paper plates connected to a sheet of construction paper with a two-pronged fastener. Cut a wedge in the top plate. When rotated, possible class locations written on the bottom plate are revealed. Use words with symbols or pictures of the class locations.

Where Are We?



Arrange the classroom furniture before the children arrive. The learning centers should be in place with a few readily accessible materials.

Name tags should be made for each child. Children enjoy reading their names and those of their classmates on their desk labels and on various charts.

Parents should be notified about the classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans, and any other special school regulations. This information can be mailed to the parents before the start of school or sent home with the children on the first day.

Tips for the Early Days

- Bring a plant or two from home to brighten up the classroom.
- Meet with a buddy teacher. Share ideas, plan trips, and ask questions!
- Use a pocket calendar or diary.
- Try several different floor plans; be prepared to make changes after the children come.
- Check and color-code your keys.
- Have multicultural picture books for children to look at on the first day.

PLANNING FOR THE FIRST GRADE

Well-organized and successful teaching is dependent, to a large extent, on careful planning. The teacher's plan is a personal way to organize the learning environment efficiently. It gives the teacher a means of communicating with others, putting a philosophy into practice, organizing time, and thinking about what materials and supplies will be needed. This framework promotes a sense of confidence, and allows the teacher to see that there are many possibilities for expanding, integrating, and differentiating within the curriculum.

Purpose of the Plan

The plan assists:

- the classroom teacher: to using time, material, and energy wisely and for assessing children's progress.
- the cluster teacher: to assuming responsibility for the class during the teacher's preparation period.
- the substitute teacher: in assuming responsibility for the class when the teacher is absent.
- the supervisor: in understanding the program planned for the children.

The plan is used to guide the teacher in achieving short- and long-term objectives. A listing of school and district goals may be included for reference. Planning helps clarify the curriculum and the children's learning experiences. It schedules time spent on direct instruction, learning centers, and special events. An integrated program using themes and overlapping curriculum areas can be planned for accordingly.

Plans need to be flexible enough for the classroom teacher to use, change, modify, and adapt throughout the week as unexpected situations arise. They should include time for special events that occur during the school year, such as children's birthdays, cultural celebrations, and class trips. (*Note:* Teachers should be aware that members of some religious denominations do not celebrate birthdays and holidays, and should address the issue, when it arises, in accordance with parents' specified wishes.)

Cooperative planning with the cluster (paired) teacher and paraprofessional, parent/community volunteer, or student teacher is ongoing. Provision should be made to capitalize on the short quiet times during the school day to share observed child behavior and to plan for individual children's needs.

Teachers should plan for ongoing communication with parents through notices on a bulletin board in the classroom and/or periodic newsletters sent to the home. In cases in which English is not the primary language spoken in the home, all written communication should be translated.

Planning to Avoid Bias

The first grade multicultural program should provide many experiences to help children develop a positive self-image and realize their full potential. It is important for all teachers, especially those assigned to first grade children, to be sensitive to each child's individual needs and talents. This will enable teachers to plan for children from the start to reach their potential without developing stereotypical notions based on race, sex, religion, color, national origin, handicapping conditions, or sexual orientation.

Frequently, stereotypes can be unintentionally or inadvertently introduced and perpetuated in school by such factors as unquestioned acceptance of "traditionally appropriate" sex roles, as well as teaching materials and bulletin boards that reinforce social bias. For example, a lack of representation in the learning environment of the wide spectrum of races, of physically challenged people, of lesbian/gay families, and of senior citizens has the effect of denying their existence. Teachers are urged to take these factors into consideration in selecting teaching materials, organizing the classroom, and planning for the school year.

It is important to:

- use teaching materials and books that depict both males and females in nurturing roles.
- encourage children to choose from a variety of occupational roles and props as they work/play.
- provide time for both boys and girls to engage in active and quiet play.
- create nonsexist interest areas with equal activities for boys and girls.
- avoid sexism in assigning tasks. ("Girls don't drive trains.")
- avoid sexist language and phrases. ("Mary is a tomboy." "Boys are not nurses." "That is not ladylike behavior.")

  The use of the following titles provide examples of how sexist language can be avoided:

  police officer
  mail carrier
  firefighter
  flight attendant
  sanitation worker
  delivery person
- allow boys and girls to participate in all physical activities they enjoy in order to become strong and physically fit.
- encourage respect and friendship between girls and boys.
- place nonsexist games, puzzles, toys, and manipulatives on the shelves in the classroom.
- allow both boys and girls to exhibit a full range of emotions. Avoid language that inhibits emotional expression. ("Boys don't cry." "Marcos is acting like a sissy.")
- arrange trips that will expose children to career role models engaged in nontraditional jobs.
- extend awareness of the physically challenged through stories, films, classroom visitors, and other appropriate activities. Children will learn about alternative ways in which some people participate in life experiences, such as through the Special Olympics or by using "kneeling" buses.
- encourage children to use their native language.

Because of the subconscious origin of stereotyping, it is particularly recommended that teachers review their use of language and methods of teaching. For ideas on techniques, and for sample materials that promote equity, teachers are invited to visit or telephone the Office of Equal Opportunity, Room 601, 110 Livingston St., Brooklyn, NY 11201, (718) 935-3602.

Suggested Plan Format

Once the teacher is assured of the content to be covered, knows what instructional materials are needed for the following several weeks, and can see an overall pattern emerging, plans can be committed to writing. Research texts, booklets, reference books, maps, magazines, and other materials should be collected as needed. Trips can be planned to coincide with current themes, and books relating to specific themes can be placed in the library and read to the class.

- Use a large book. Many teachers find that a loose-leaf book allows for flexible planning.
- Index tabs or gate leaves eliminate the need to rewrite topic headings every week.
- The following information can be recorded in the back of the book:
  - — sources for poems, stories.
  - — sources for songs and music.
  - — sources for games.
  - — learning center themes and activities.
  - — curriculum bulletins used.
  - — resources in the community.
  - — daily schedule.
  - — weekly preparation periods.
  - — data regarding trips (addresses, telephone numbers, contact persons).
  - — lists of materials reflecting diverse racial, cultural, and linguistic groups:
    - realia.
    - illustrative materials (photographs of children and adults engaged in activities; filmstrips; posters).
    - manipulatives (building toys, games, puzzles).
    - art materials (paint, crayons, chalk, clay, paper, cloth, wood).

Planning Checklist

Do you:

- incorporate an appropriate multicultural/multilingual perspective into all of the classroom experiences, including the selection of books, records, and other materials?
- plan opportunities for the children to make choices and decisions?
- include the classroom paraprofessional and other support personnel in planning?
- develop activities around a current interest or theme?
- build on children's previous experiences?
- carefully evaluate the experiences and materials to be used and select those which are developmentally most appropriate?
- plan a relaxed, unhurried school day with easy transitions from one activity to the next?
- alternate the scheduling of active and quiet activities?
- maintain a balance of individual, group, and whole class activities?
- group children for differentiated instruction?
- include time each day for planning and evaluating the day's work?
- plan differentiated homework assignments?
- provide an opportunity for daily large muscle development?
- include frequent, well-planned trips in the school and community?

A FIRST DAY IN THE FIRST GRADE

On the first day of school, the teacher of the multicultural first grade class greets the children and their parents at the designated line-up area, or as the children enter the room, depending upon school procedures. If children are met at a designated area, the teacher should carry a sign with the class number, the teacher's name and familiar symbol, such as an animal or cartoon character for easy recognition during the first week. A similar sign may be placed on the classroom door. Before proceeding to the room, the teacher should tell the children where they are going, and should help them to find partners on the line.

Once inside the room, the children may be seated at predetermined seats, or be allowed to choose their own seats for the first day. The children should be shown how to hang up their outer clothing in the class closets. While the children wait for the remainder of the class to arrive, they can look at picture books previously placed on the desks by the teacher.

When the class is ready to begin the first activity, the teacher should invite the children to sit in the meeting area or in another arrangement that is comfortable. At this time, the teacher's name should be written on the chalkboard, along with the class designation and the room number. Then the information should be read to the children. A short poem may be used to help the children remember the information just read. (Learning is fun in Class 1-221.) Name cards, which were previously prepared, should be distributed to the children. The teacher should help the children match the cards to their names on the Attendance Chart. Children may be asked to count the number of boys and the number of girls present in the class.

A welcome song may be sung to the tune of "Happy Birthday":

> Good morning to you,
> Good morning to you,
> My name is________________
> Good morning to you.

Variations may be sung to accommodate the cultural diversity of the class:

> Buenos dias a todos,
> Buenos dias a todos,
> Mi nombre es_____________
> Buenos dias a todos.

Be sensitive to the needs of the children in the class for whom English is a second language. Every effort must be made to ensure that all the children understand the day's activities, and translations should be made in the native language when necessary. Discuss what the children will learn in first grade, and how the program differs from kindergarten. Write the specific plans for the first day on the chalkboard. As the day progresses, provide time for the pupils to refer to the plans. Another set of name cards may be used to play the following name-recognition game:

> The children are seated in a circle and the cards placed on the floor in the center of the area. As children find their own name cards, they pick them up and say their names. The teacher should use this opportunity to learn the proper pronunciation of each child's name.

The teacher should familiarize the children with the room, materials, and learning centers by having the children form a "train" which visits each area to see and discuss the use of the materials and to learn routines and rules for working together in the classroom. (Some children may have different feelings about making a train by holding on to each others' shoulders). A sign can be jointly developed by the teacher and the children listing some of the rules discussed.

Use materials carefully.
Put materials back in place.
Work together quietly.
Stop at the signal.

The teacher may read a few nursery rhymes to the children. When the children are familiar with the rhymes, they may be given opportunities to supply the missing rhyming words:

Hey diddle, diddle
The cat and the ________________.

The teacher may have the children line up to take a walk around the school building. Provide some information about their destination and discuss the behavior that is expected of them. Children should be given partners on the line. Then the class visits those places in the building which they will need to locate in the future. The walk may include the main office, the nurse's office, the bathrooms, the lunchroom, and the auditorium.

The teacher should plan a quiet activity before lunch. A story with large pictures may be read, and the children invited to make predictions. The children may be asked to find story details which support their predictions. Children may then draw individual pictures of their favorite parts of the story or of the characters. Those who can write their names or words should be encouraged to do so. The teacher should walk around the room helping those children who need assistance with writing. Children may be asked to think of the names of some of their favorite stories. Those stories may be read aloud in class by the teacher at different times in the future.

Before lunch the children should be allowed to use the bathroom and wash their hands. Toileting behavior and taking turns should be reviewed. Then the teacher may show the children pictures of foods to be served and discuss the day's menu.

Many first grade children may be familiar with lunchroom procedures learned in kindergarten. Lunchroom behavior should be discussed and children who are aware of the procedures may be encouraged to coach children new to the school.

When the class returns to the room after lunch, engage them in another quiet activity. Invite children to share their story art from the morning session.

After the children listen to soft music and take a few minutes to rest, assess their understanding of spatial relationships with a "Simon Says" activity.

Place your hands **on** your shoulders.
Place your finger **under** your nose.
Touch the **top** of your ears.
Touch the **bottom** of your knees.

The children may continue this activity of distinguishing between above and below, in front of and in back of, and up and down.

The children may be helped to sing "Put Your Finger In The Air."

Put your finger in the air
in the air
Put your finger in the air
in the air
Put your finger in the air
and hold it for a year
Put your finger in the air
in the air.

Put your finger on your nose
on your nose
Put your finger on your nose
on your nose
Put your finger on your nose
and feel the cold wind blow
Put your finger on your nose
on your nose.

(Repeat the first verse, but change the body part in each succeeding verse.)

Help the children make vertical lines on ruled paper. The teacher should model the correct form at the chalkboard, starting at the top of the line and moving the chalk straight down to the next line. The children should practice making lines in the air before using the pencil on paper. A few children may be given an opportunity to practice on the chalkboard.

Ask the children if they would like to visit the principal's office. Work with the class to compose a letter on experience chart paper requesting permission from the administrator to visit. Help the children think of questions they would like to ask the principal. Then elicit what they might expect to see upon their visit to the principal's office.

Review the day's activities, and indicate what the children will do on the following day. Children may be given a brief verbal homework assignment such as "Bring to class a picture of something that is red." "Also, bring one of your favorite storybooks to share."

Allow adequate time to prepare for dismissal and to establish proper routines. Have the children pack up their belongings, get their outer clothing, and put their chairs up on the tables. Children may be reassured that parents or siblings will be waiting for them at the exit door. Caution them not to leave the line until they are given permission. Have the children get in line, find their partners, and walk with the teacher through the building to the exit door.

A SECOND DAY IN THE FIRST GRADE

The teacher carries the classroom sign and meets the children at the designated line-up area. If the children go directly to the classroom, greet them as they enter. Parents or siblings may ask questions or offer information at this time. Their concerns should be addressed briefly.

In the classroom, the teacher gathers the children at the meeting place for informal attendance-taking by singing the song "Everybody Has A Name," to the tune of "Mary Had a Little Lamb."

> Everybody has a name,
> Has a name, has a name.
> Some are different,
> Some the same.
> Tell me, what is your name?

Every child should be given a chance to respond to the question. Correct pronunciations are noted by the teacher. The children then look for their name cards and match them with the names on the Attendance Chart. The children place their cards in the appropriate pockets.

The plan for the day is discussed and written on the chalkboard. Then the children may be given an opportunity to ask questions about school procedures.

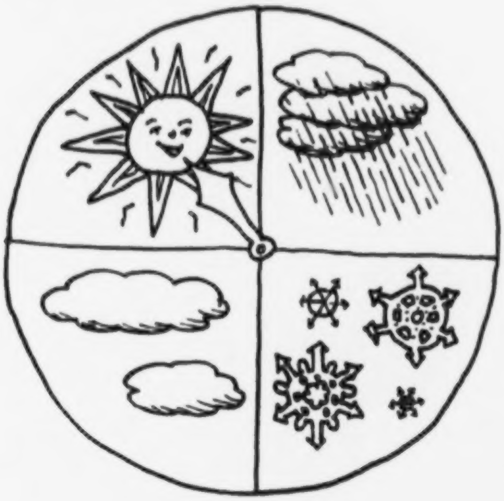
The children's "red" pictures are collected and pasted on a large oaktag chart entitled "Red, Red." The teacher collects any storybooks children may have brought to class. One book is selected by the group to be read later in the day.

A routine for a daily roll tally may be established. A large sheet of paper with three ruled rows is placed on the board.

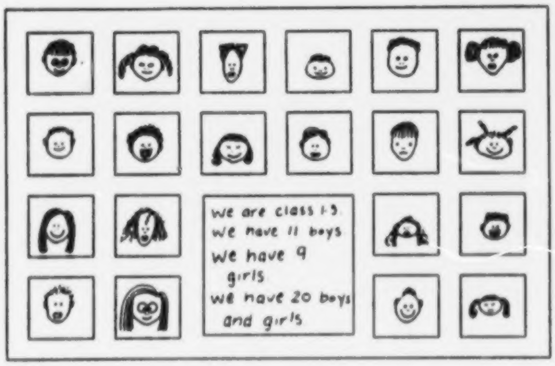
boys	| | | | | | | | | | |	11
girls	| | | | | | | | | | | |	12
boys and girls		23

The teacher reads the words to the children and explains that each child will make a mark in the proper row. After all the marks have been made, the teacher and children count the marks, and the teacher writes the attendance totals for each row.

The September calendar should be introduced. Discuss the name of the month and day as well as the date. Special days and holidays should be indicated on the calendar. The children may recite the names of the days of the week. A Class Weather Chart may be introduced at this time. The visuals and symbols for sunny, cloudy, snowy, and rainy days should be discussed. A child may be called upon to point the arrow on the weather chart to the appropriate symbol for the day.



Routines for distributing paper and crayons should be introduced. Children may be given sheets of drawing paper to draw self-portraits. Provide a full-length mirror or several hand mirrors. Encourage the children to fill in any facial parts they may have omitted. Write each child's name under the completed portraits. The self-portraits may be displayed on a bulletin board, with an experience story similar to the one below:



The teacher and children may read the story together as the children find their own portraits on the bulletin board. The children may recite the following poem to complete the activity:

Each of us is special
No matter what the name
Each of us is different
Yet each is still the same.

Write the poem on chart paper for the children to read on other occasions.

If a preparation period is to be held in the room of a cluster teacher, the classroom teacher should explain to the children that they will be escorted to and from that teacher's room. The teacher discusses again the line-up procedures and proper behavior in the hallways. It is a good idea to apprise the cluster teacher of the monthly theme in order to coordinate activities in the various curriculum areas.

The teacher may wish to assess mathematical concepts by using the flannel board. Place a set of three flannel pieces on the board and ask for volunteers to make a matching set with other flannel objects. This activity may be repeated varying the number of objects in each set. The children may be given drawing paper and crayons and shown how to fold the paper in four parts. Help the children who are unable to fold the paper in fourths. Then ask the children to draw a set in each box to correspond to sets of 1, 2, 3, or 4 objects.

During the morning the teacher should reinforce bathroom routines as the children make use of the school facilities in pairs or as an entire class.

Before lunch, the teacher should review the morning's activities and praise the positive behaviors of the children. Then, the children line up for lunch and take partners. The teacher accompanies the class to the lunchroom and makes sure that they are seated at their table.

After lunch, the children may be given a few minutes to rest, or they may discuss the foods they ate and any unusual lunchroom situations. The teacher may wish to spend a short time reviewing lunchroom behavior.

The teacher may read a story selected by the children from their favorite book.

Help the children remember from the school tour taken the first day the names and titles of people who work in the school. An experience chart should be developed about the school tour. The children may select the person they would like to visit after visiting with the principal.

Fingerplays help change the pace and give children opportunities to sing and move together. An example of two fingerplays which the teacher may use are:

Up to the Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window,
Right to the door.
This is my right hand,
Raise it high.
This is my left hand,
Reach for the sky.
Right hand, left hand—
(Raise each hand as it is mentioned.)
Twirl them around.
(Twirl hands in circular motion in front of you.)
Left hand, right hand—
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and by my side,
Now behind me they will hide
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap them — one, two, three.

The teacher may wish to practice routines for using the Learning Centers — a discussion about the use of materials, making center choices, and working together. Review the rules. Teacher makes available a variety of puzzles and table games for the children to enjoy. As the children work with the materials, the teacher observes their behavior and abilities. At the conclusion of Center Time, a meeting may be called to discuss the success of the activities. A story about working in the centers is written on experience chart paper.

We worked in centers.
We played with puzzles.
We used lotto games.
We worked with letters.
We had fun.

The children are reminded about routines related to going home and enough time is allowed for packing up, picking up the chairs, and getting on line. The teacher escorts the children to the exit door.

A SAMPLE WEEKLY SCHEDULE

This weekly schedule is a sample of how a first grade teacher might plan a typical week. It complies with the Part 100 Regulation of the State Education Department. Teachers and supervisors, however, may modify the schedule in keeping with district policy and school regulations and organization.

Center time is flexible. This time may be scheduled during the morning, afternoon, or as an adjunct to any curriculum area lesson. Direct instruction should be limited to 10-15 minutes, followed by hands-on experiential activities, so that the children develop process and inquiry skills. Subject area instruction should be interdisciplinary and related to the current theme.

8:40 - 9:00	**Meeting.** Begin-the-day routines (attendance, calendar, weather, daily plan, checking homework, review of health and safety rules, parent communications).
9:00 - 10:15	**Communication Arts.** Small group instruction in reading/whole language activities, related skills in phonics, writing, and listening.
10:15 - 10:25	**Transitions, Fingerplays, and Movement Games.**
10:25 - 11:00	**Mathematics.** Direct instruction, followed by small group and individual hands-on activities using manipulatives in learning centers. *(11:00 - 11:40 Prep with art cluster.)*
11:00 - 11:15	**Literature.** Story time, read-aloud, listening tapes, discussion, retelling.
11:15 - 11:45	**Creative Writing.** Journals, content-related learning logs.
11:45 - 12:30	**Lunch.**
12:30 - 12:45	**Handwriting.**
12:45 - 1:15	**Social Studies.** Thematic approach to content-area topics.
1:15 - 2:00	**Center Time.** Interdisciplinary approach to curriculum: children select activities using all learning centers in classroom, and include thematic projects in a cooperative setting. *(1:30 - 2:15 Prep in library.)*
2:00 - 2:10	**Physical Activity — Music/Movement.** Exercise, dramatizations, and dance.
2:10 - 2:40	**Science.** Process-oriented, inquiry-based approach in an experiential setting.
2:40 - 3:00	**Meeting.** Sharing of the day, evaluation of ongoing projects, discussing, clarifying homework, reminders, planning for tomorrow, reading notices, dismissal routines.

MANAGEMENT ROUTINES

It is necessary that the teacher develop clear, well-planned management routines with children to establish and maintain orderly movement inside and outside the classroom. In establishing routines, the teacher considers the physical environment, the number of children, and the types of activities being planned.

The periods of time to consider when establishing routines are: transition times—when children are moving from one activity to another; group meetings—when all the children are together to share ideas; and small group or learning center times—when children are working independently, with an adult, or in small groups. Routines for lining up, outdoor play, mealtimes, and drills must also be established to enable children to meet the expectations set for them.

Routines are best introduced by reviewing appropriate behaviors from the children's prior school experiences. Part of each day during the first weeks of school should be spent developing and practicing classroom routines. Once these routines are defined and rehearsed, an occasional reminder from the teacher is sufficient to refocus the class on the task at hand. In addition, new procedures can be developed jointly by the teacher and the children.

The keys to effective routines are clarity and consistency. When clearly stated and adhered to, routines ensure the children's sense of safety, create a pleasant environment, enhance instruction, and increase the availability of materials. Furthermore, an orderly beginning will set the pace for years of productive learning experiences for the children.

Transition Times

The times when children are moving from one activity to another tend to be particularly noisy and active. A transitional activity alerts the children to finish one activity and prepare a different one. In general, the most important transitions occur when:

- entering the classroom and beginning an activity.
- initiating a small group activity.
- distributing supplies and starting the activity.
- finishing an activity and cleaning up.
- returning to the classroom after visiting a "special" room for instruction.
- ending an activity and preparing for lunch.
- completing the final task of the day and getting ready to go home.

There are many different styles of managing transition periods. Effective transition routines focus the children on the activities that help move the group from one task to another. These routines, when established and practiced with the children, help maintain a safe and orderly classroom environment.

Develop procedures with the children that allow enough time to put away work projects and books and prepare for the next activity. The transition from one activity to another should be supported by clearly stated and practiced procedures. Experiment to find methods that work for you and for the children.

One effective procedure uses a cue that alerts children to the end of one activity and the beginning of another. This signal lets the children know it is time to complete their work and meet together for new activities. As the children get ready, adults may want to move about the room, assisting them.

Group Meetings

First grade children meet together in small or large groups for cooperative activities. A circle formation is a most effective way to create intimacy and to conduct a variety of experiences. The group meeting is a time to provide direct instruction, explain tasks and procedures, share ideas and projects, participate in problem-solving, read aloud, recite poetry, or sing songs. When needed, a group meeting may be held in the "Magic Circle" to give the children an opportunity to help each other solve daily issues.

Working with Individual Children or Small Groups

The most difficult aspect of working with individual children or with small groups is knowing how to maintain a smoothly run classroom at the same time. The solution is to carefully plan routines that enable the children to take care of their own needs while the teacher is busy with an individual or a small group.

When the children have learned to get their own supplies, clean up after themselves, place their work in a designated area, and engage in another activity, they are ready for individual and small group work. The teacher will decide when to group to meet similar needs and abilities and when to have mixed grouping. Careful observation and planning will determine the best ways to group or individualize in each classroom.

Working in Learning Centers

Children are usually very excited about their new experiences in learning centers. To avoid confusion and to encourage children to work independently, it is important to introduce each center carefully. Too many

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centers established too early will only confuse young children.

Establishing acceptable routines for using learning centers is an important part of the orientation during the first weeks. Early learning center activities focus on materials: paper, crayons, and puzzles. The significant transition takes place when the centers are used for specific tasks such as exploring themes in depth. A writing center may be used for writing to pen-pals or making cards for friends. A science learning center may contain materials that encourage individual growth in skills such as rock or button sorting, categorizing, and vocabulary development. As time progresses, the centers will change, vary, and grow more complex.

For more information on learning centers, see *SectionII: The Multicultural Learning Environment*.

Forming a Line

Most schools require each class to move through the halls in a double line. The instructions the teacher gives the children at the very beginning of the school year are crucial, as is the teacher's continuing and patient support. Remember that some children will have not yet mastered the concepts of "in front of," "beside," or "in back of."

Sample Dialogue

"Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."

"Jamal, please walk to this space beside Selina." (Teacher shows Jamal what "beside" means by helping him into the space and position, if necessary.) "Thank you, Jamal."

"Sam, please walk here and stand in back of Selina." (Helps Sam, if he seems uncertain.) "Thank you, Sam."

The teacher continues until everyone is in place.

Establishing partners or buddies and giving each pair a number for their position on line (reinforced with a Partners' Chart) diminishes some of the confusion and anxiety. Absences, however, will disrupt this system, and the teacher will need alternative plans. Children may be asked to line up in alphabetical or size order, and take the next child for a partner. Line leaders may be chosen to facilitate movement through the halls.

Fire Drills

Fire drills are crucial in the elementary school. Fire drill procedures and behavior need to be reinforced regularly. Teachers demonstrate their genuine concern for the safety of their children when they establish sound fire drill rules and see that they are implemented during every drill.

Children should be taught to distinguish between two-bell and three-bell fire drills. "Two bells" tell the children to get their coats, get on line, and wait for an additional signal. "Three bells" tell children to get on line immediately.

Teachers and children can develop a list of fire drill behavior:

DRILL RULES

Listen to the bells.
Be quiet.
Get your coat.
Get on line.
Move quietly and quickly.

Children should be aware of the exits and staircases to be used by their class during drills.

The teacher's serious and confident manner will assist children in developing proper attitudes and behaviors during school drills. Teachers should familiarize themselves with the Chancellor's Regulations concerning drills.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities. Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket are to be kept, so that washing the hands is both emphasized and simplified.

If the bathroom is connected to the classroom, the only formality is to teach each child to leave the door open when coming out so others will know when the bathroom is available.

If the bathrooms are at a distance from the first grade room, the teacher should, in the beginning of the school year, take the entire class in line formation, particularly before and after lunch. The children gradually learn to accompany each other in pairs to and from the bathroom, asking permission to leave the room, and telling the teacher when they have returned.

Clean-up Time

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of the person indicated on the Job Chart. Children clean areas in which they may or may not have worked. Another advantage of the Job Chart is that this method allows children to handle materials and move into areas which, for one reason or another, they may have been avoiding. In general, however, children are encouraged throughout the day to care for the materials and the space they use.

A sample Job Chart follows for teachers who wish to employ this system. The teacher must examine each task required to maintain classroom order and break it down into manageable parts. The aims are to have a job for each child (on a rotating basis with perhaps a week off) and to accomplish clean-up in a reasonable length of time. The time frame is influenced by the difficulty of the tasks, which may vary from day to day, and by the ability of the children to effectively, slowly or quickly, complete the tasks.

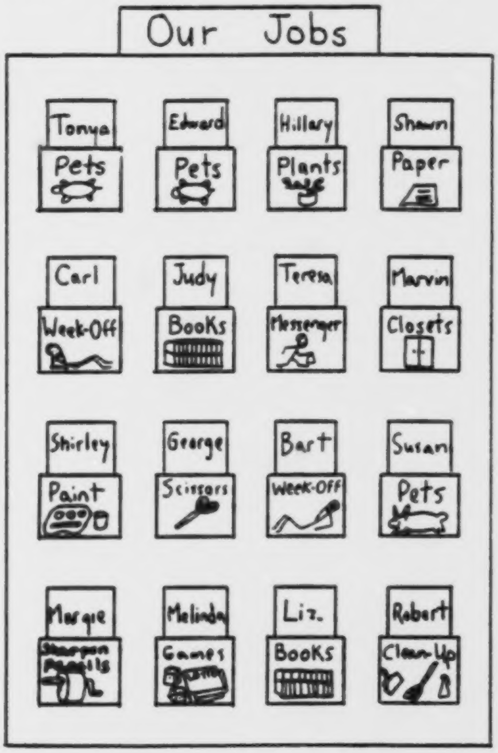
The pocket chart format can be used. It is essential, whichever format is chosen, that the children's name cards (or the job name cards) be rotated each week.

An illustration on the card representing the job, with the word printed underneath, is very helpful to beginning readers.

Following is a list of possible jobs, which may vary according to the amount of use each area receives day by day:

Art Materials
Attendance Chart
Blocks
Games
Literacy Center
Magic Markers
Manipulatives
Pets

Books
Closets
Discovery Center
Picture Collection,
  Magazines
Puzzles
Sweeping
Writing Materials



It is a good idea to change responsibilities every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job. It is important to make provisions for delegating job responsibilities when a child is absent.

Any method for clean-up time can be used; consistency, however, is necessary. It is stressed that a well-formulated system must be established by the teacher and communicated with great clarity to the children from the very beginning of the school year.

Children will also need something to do when they have completed their jobs This activity must be one the children can and will confine to a single area, and which requires very little supervision. Some experienced teachers use this period of time to encourage children to look at books in the Library/Listening Center. Where clipboards are provided, children can work at an appropriate paper and pencil activity while waiting for others to complete clean-up responsibilities. A chart similar to the one below will guide children in selecting an appropriate activity:

I'M FINISHED WITH CLEAN-UP!

I can quietly:

begin writing a story.
finish writing a story.
read a book.
read my story to my neighbor.
listen to my neighbor's story.
draw a picture.
ask my neighbor an interesting question.
do a task card.

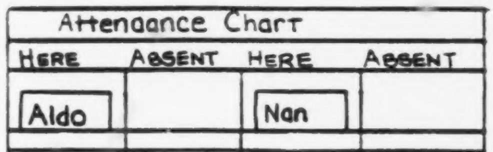
Checking the Children's Work

In checking the work of six-year-olds, "the sooner the better" applies. Checking work while it is fresh in the child's mind reinforces learning. Because this is time-consuming, the teacher will want to distinguish between essential instructional work, and the practice and expressive activities which require mere acknowledgment. Scheduling time for checking children's work with them, while the remainder of the class is engaged in worthwhile activities, is crucial and, at times, a challenge. The teacher is reminded that the quality of the time spent with each child is more important than the quantity.

Attendance

The Attendance Chart is a useful way for attendance to be recorded by the children themselves. It is a simple routine which takes place at the beginning of each day. One way of making an Attendance Chart that will last all year is described below:

Make a pocket chart by cutting two-inch strips of oaktag. Attach the strips to a large piece of oaktag by gluing the ends and the lower edges to form pockets. Make twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket." For example:



As they enter the classroom in the morning, the children should place their individual name card in the **Here** column. At the end of the day the name cards are moved back into the **Absent** column.

Lunchtime Strategies

Some first graders will have had previous experiences eating in the school lunchroom. For others the school lunchroom will be a first experience. Routines for breakfast and lunch in the school cafeteria will have to be developed. For example, at lunchtime, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom, where they will be assigned to a table. The children will be lining up, balancing trays, and carrying them back to assigned tables.

For most children, school breakfast and lunch will be an integral part of the educational day for many years. The teacher can help make eating in school a positive and enjoyable experience. If there is time for the teacher to remain in the lunchroom with the class, the teacher should discuss the menu for the day. Topics for discussion may be about the origins of foods and why food is necessary.

Children need time to finish eating without pressure. To make lunch more pleasant, conversations should be encouraged regarding favorite topics such as toys, television, birthdays, family members.

After everyone is finished eating, the routine for emptying trays should be introduced. Introduce the children to a clean-up procedure and help them become familiar with traffic patterns as they move out of the lunchroom to other designated areas.

After the children return to the classroom, they may play a brief picture game using food pictures that illustrate their lunch menu. They may discuss the food that was served — its nutritional value, color, texture, taste, and origin. The food service manager is an excellent resource and should be called upon to talk with young children about nutritious foods. In addition, the food service manager may be able to materials such as posters, games, films, and filmstrips about nutrition and food.

Homework

Homework serves many purposes. It can further the academic growth of children by reinforcing learning. It enables teachers to meet and foster individual needs and interests through differentiated assignments. It provides an opportunity for parents and family members to become aware of what their children are learning. It gives children a time away from school that can be used to review and reorganize materials and to plan for the next school day.

In first grade, homework may be assigned daily, unless otherwise prescribed by district or school policy. It will often be the children who make the initial request for homework, even when teachers are not planning to give an assignment. Since young children see older sisters and brothers with notebooks and pencils in hand doing homework, they expect that their own homework will be written. First grade teachers know the significance and importance of verbal homework assignments in the development of language and thought processes. They should, however, strive for a reasonable balance between written and verbal assignments. But children should not be expected to spend long periods of time copying assignments from the chalkboard. Teachers should use discretion in determining when to assign homework and what type of homework is appropriate. A meaningful homework assignment is one that is an outgrowth of classroom activities.

Parents have the prime responsibility for their children's education at home and are key resources to their children for answering questions and providing information. They should be encouraged to fulfill their role by providing a suitable environment, support,and encouragement for the completion of homework assignments. Teachers can assist parents in becoming aware of different ways that they can participate with their children to enhance learning by suggesting activities such as going on neighborhood walks, playing word games, compiling grocery or "to do" lists, and taking car, subway, or bus trips to parks, museums, or other places of interest.

When trying to decide on the necessity for homework, teachers should keep in mind the purpose of the assignment. The relevance of homework is based on the individual needs of the child. When a child's needs are recognized, a suitable homework assignment should be given. If more than one child has the same need, homework can be given to the group. If applicable, the assignment can be given to the whole class. It is critical, however, that homework assignments be meaningful to each child.

Homework should not be a last-minute thought. It should be planned by the teacher, along with a process for checking and correcting the completed assignment. Homework should be checked on the day it is due. A completed assignment serves as valuable feedback for both the teacher and the child. Children should be active participants in the evaluation process. The teacher may decide to review assignments with a group during class time or at another appropriate time during the day. Whichever method is selected, the children must receive feedback.

Sample Homework Assignments and Follow-up Activities

Objectives	Assignment	Follow-up
To reinforce concepts/ understandings that there are many foods which help keep the body healthy and energized:	Find and bring pictures of empty packages for foods.	Use for categorizing foods as healthful or not healthful.
To extend and enhance fine motor skills:	Cut out pictures of objects that are a particular color. Paste them on a piece of paper, or bring them to school for pasting.	Collect and assemble pictures to make a class color book.
To understand characterization for dramatic play:	Draw a picture of your favorite character from the story you heard today.	Mount pictures on wooden slats to form puppets.
To encourage interaction with family members:	Count the number of people in your family.	Make a graph using this information.
To develop understandings about the passage of time:	Bring a toy that you played with when you were a baby (or an article of clothing that you no longer wear).	Baby clothes and toys can be placed in a class museum for comparison and discussion.
To encourage expressive language and auditory perception:	Tell a family member about a sound that you heard on the way home from school. Try to make the same sound.	Tell the class about a sound you heard on the way to school. Try to make the same sound.
To develop sequencing skills:	Draw three pictures about what you do each day. Mix them up and see if you can put them back in the order in which you did them.	Use pictures for additional sequencing activities on the flannel board in the library/listening center.
To stimulate observation and categorization:	Collect objects such as bottle caps, buttons, and empty cans.	Arrange the objects by size (smallest to largest); devise categories for sorting and classifying.

THE VALUE OF PLAY

> ...child-initiated, child-directed, teacher-supported play is an essential component of developmentally appropriate practice [in early childhood programs].*

Play is a primary learning mode for young children. It helps to develop children's creativity and provides opportunities for synthesizing information. Play continues to be important in the first grade, although its nature changes from the play of kindergarten youngsters in a number of distinct ways.

Six-year-olds continue to use play to perfect physical skills such as skating, bicycle riding, jumping rope, skateboarding, and throwing and catching balls. When weather permits, teachers can take children outdoors to play in an appropriate area. Plan for large muscle activities and games. Squirrels in the Trees; Freeze Tag; Duck, Duck, Goose; Dodge Ball; and King of the Mountain are some of the games that allow children to exercise their growing muscles as they learn about sportsmanship. Children need these activities to develop physical coordination, strength, and control of their own bodies. At this age, children's play tends to become more formal and organized, and often, they invent their own rules as they go along. Children enjoy playing in small groups and sometimes seek the companionship of a special friend.

Dramatic Play

At age six, children's dramatic play becomes more sophisticated and complex. Their play activities may be grounded in reality, or may revolve around fantasy—castles, witches, cartoon characters, television personalities, and super heroes. Children frequently compose their own scripts and design costumes, puppets, and scenery. Play themes may last for a short time, or continue for weeks with events and characters that change over time.

Skill Games

Children become very interested in board and card games that allow them to practice academic skills such as counting, matching, classifying, sorting, problem solving, and reading. Candyland, lotto, bingo, phonics games, dominoes, and Teddy Bear ABC all invite their participation. Teacher-made games can be used to reinforce skills previously taught, encourage children to think creatively, or present challenges to the children. Children can be shown how to make their own games to play with a friend.

Puzzles with 12 or more pieces are appropriate at this stage. Children can cut colorful pictures from magazines, glue them to oaktag, and cut them into puzzle pieces to put together again at another time.

Play serves as a motivator for learning in the first grade. Often, children will resort to needed skills in order to put their ideas into practice. Youngsters may measure paper so that it fits into a shoebox diorama, plan a puppet performance and write the dialogue, use a ruler to plan a mural of the neighborhood, sort rocks for the science display, or improvise costumes from crepe paper and ribbons to retell a selection in the reader.

Learning Centers and Play

Learning centers encourage children to use play activities to integrate the curriculum areas. Children may use materials from different centers to explore a theme or to work on a special project. Paint and crayons from the art corner can be used to illustrate a retelling of a book that was read in the literacy center. A map of Africa may be made from play clay prepared in the cooking center.

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* From the NAEYC "Position Statement on Developmentally Appropriate Practice in Early Childhood Programs," in *Young Children*, September 1986, p. 6.

The computer center could help publish poetry composed in the writing center.

Children's play is natural, spontaneous, and enjoyable. It encourages them to take risks, make discoveries, and broaden their experiences. Children learn through play as they use skills to develop concepts in social studies, science, mathematics, health, music/movement, communication arts, and dramatics.

*The Importance of Play to Learning**

Games reflect the heritage, culture, and traditions of people around the world. International play activities offer surprising similarities and intriguing differences. Parents of children in the class can be invited to school to share games from their native lands. Sharing games of other countries will enrich the dimensions of play and encourage respect for games of people from other cultures.

Children's active participation in self-directed play is the key to motivated and meaningful learning in the early grades. The teacher's role is to plan for individual and small-group activities, organize the environment, and supply the necessary materials. Play becomes learning as the teacher interacts with the children, facilitates their explorations, offers suggestions, and helps resolve problems as they arise.

Learning is essentially an integrated process. Play is an effective way to truly integrate the first grade curriculum so that the individual learner, either alone or with others, can gather information, concepts, and understandings. Creative expression helps the child to construct and internalize meaning, which need not be categorized into separate subject areas (e.g., math, science, social studies, or language arts). Play helps young children to interpret experience, to think, to act, and to dream.

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* Adapted from *Games of the World*, Frederic V. Grunfeld, ed. (New York: Holt, Rinehart & Winston, 1975).

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Play Is...

Measuring
Restructuring
Balancing
Sorting
Dividing
Multiplying
Arranging
Selecting
Coordinating
Experimenting
Conceptualizing
Classifying
Testing
Questioning
Discussing
Organizing
Validating
Observing
Enjoying
Improvising
Participating
Discovering

Comparing
Expressing
Communicating
Participating
Responding
Recalling
Dancing
Moving
Listening

Constructing
Designing
Comparing
Building
Transporting
Classifying
Adding
Subtracting
Ordering
Apportioning
Originating

Improvising
Creating
Accomplishing
Achieving
Experiencing
Imagining
Socializing
Improvising
Cooperating
Initiating

Imitating
Fantasizing
Verbalizing
Pretending
Recreating
Directing
Encouraging
Sharing

- Adapted from: Rosalie Blau, Ann Zavitkovsky, and Docia Zavitkovsky, *Young Children, Journal of NAEYC*, November 1989, p. 30-31.

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WORKING WITH LIMITED ENGLISH PROFICIENT (LEP) CHILDREN

LEP Children in a Monolingual Setting

This section will provide teachers in the monolingual classroom setting with information and strategies that will be useful in supplementing the ESL program of these children. The large number of pupils who speak a language other than English presents all teachers with an additional challenge. Research strongly indicates that children learn best when the home language is incorporated into the school environment. It is therefore important that all first grade teachers, not just bilingual and ESL teachers, accommodate home cultures in their instructional strategies. An additional value of including children's cultures in the teaching process is that children value their own individualities and cultural identities, while they learn to appreciate and respect other children and their diverse cultures, as well.

Effective September 1989, the New York City Board of Education mandated the implementation of bilingual and English as a Second Language (ESL) services for all general and special education limited English proficient (LEP) students in kindergarten through grade 12 who score at or below the 40th percentile on the English Language Assessment Battery (LAB). This cut-off was raised from the 20th percentile, which was established in 1974.

In elementary through junior high school, bilingual instruction is mandated where there are fifteen (15) or more LEP children, with the same other-than-English-language background, enrolled in one grade or two contiguous grades within a school. When there are at least fifteen such children who score at or below the 20th percentile, all bilingual program elements as prescribed in the Aspira Consent Decree/Lau Plan must be provided as follows:

- Native-language communication arts instruction;
- Content area instruction in the native language (science, mathematics, and social studies); and
- English as a Second Language instruction.

Children who score between the 21st and 40th percentiles on the English LAB must be provided with content area instruction, either in English using ESL methodologies or in the native language, as appropriate. In cases where there are insufficient numbers of LEP children to mandate bilingual instruction as indicated above, ESL instruction must nevertheless be provided.

The ideal instructional setting for LEP children is a bilingual classroom where their native languages are used as the medium of instruction. There may be times, however (e.g., parents opt out, lack of a sufficient number of children with the same language) when a teacher in a monolingual classroom has LEP students who receive ESL instruction for only one period and remain in the general education classroom for the rest of the day.

Culture and Language

All children come to school with their own cultural and linguistic traditions. In addition to meeting the academic needs of the student, the school should also provide an understanding of the multicultural aspects of American society. Children are capable of maintaining their ethnic identity while acquiring the school culture and respecting and appreciating other cultures. Such integration enables children to value what they are and who they are becoming. This process fosters the development of sound and healthy individuals.

Culture must be incorporated into all curriculum areas and all parts of the learning environment. The basic concepts to be emphasized are that cultures have common elements, that all have some salient characteristics that make them unique, and that all are valid. The teacher should be knowledgeable about each child's culture. This serves as the foundation for introducing information about other cultures.

An understanding of diversity provides children with a broader sense of the world and its people. The teacher in the bilingual classroom must plan for systematic use of the native language and the English language. Since the language chosen for a given situation may be perceived as a value judgment, the teacher's attitude toward and the use of each language must demonstrate that both are important and valuable.

Languages must be separated for the purpose of instruction. Each particular lesson's content, questions, and comments must be conducted entirely in one language. However, when the teacher speaks the children's primary language(s), and feels that using them will alleviate frustration, it is acceptable on occasion to promote comprehension in this way. Teachers should, however, avoid translation as a teaching strategy, and should not use it if some children in the class will not receive the same assistance.

THE BILINGUAL FIRST GRADE PROGRAM

Bilingual first grade programs in New York City Public Schools reflect an increasing awareness of the need to provide appropriate education for all our school children. The integration of bilingual methodology into a developmentally appropriate child-centered environment is of paramount importance for a school system which serves the wide cultural and linguistic diversity of the New York City student population.

It is of utmost importance to highlight the fact that the curriculum for bilingual classes is the same as that for monolingual classes. The delivery of instruction in the native language and the use of second-language methodologies are its major differences. Additionally, the role of the children's cultures in our multicultural society is of great significance.

There is a significant correlation between positive self-image and success in school. The philosophy underlying bilingual education programs in the New York City public schools is based on research. For children who are in the process of acquiring English language skills, it is clearly advantageous to continue to become literate, acquire content area knowledge, and develop concepts and critical thinking skills in their native language. The knowledge and skills learned in the native language are then transferred to the second language.

The first grade bilingual education program is grounded in instructional practices developmentally appropriate to the cognitive and linguistic strengths and needs of LEP children. The child's native language is used as the primary language of instruction for concept and skill development, coupled with a strong ESL instructional component. School success is built on many experiences and backgrounds which LEP children bring to school. All cultures are integrated in the curriculum, with special emphasis placed on the culture(s) of the classroom population.

Teaching methodology for bilingual education of young children incorporates both the first- and second-language acquisition processes. English-language skills development for limited English proficient youngsters is based on methods and materials of second-language acquisition. Children acquire the vocabulary and structures of English, as well as a knowledge of our multicultural society, as part of a fully developed program of listening, speaking, reading, and writing. ESL is the appropriate English communication arts program for LEP children. When content area instruction based on concepts learned in the native language is integrated with ESL, children are offered a firm base for academic and social success in general education classes.

The bilingual first grade curriculum takes into account each child's strengths and interests, learning styles, native-language skills, level of English proficiency, and stage of development. This instructional focus will:

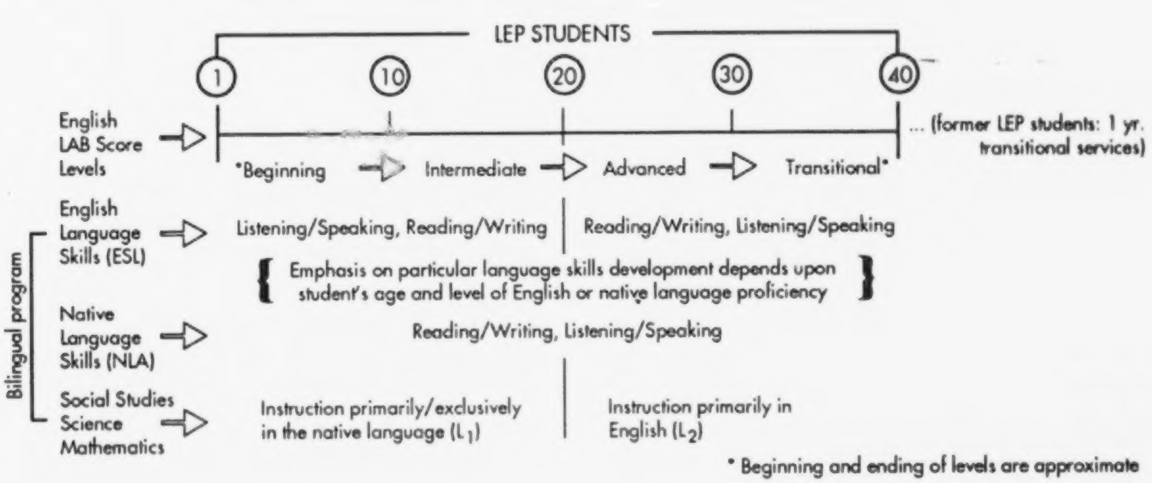
- Provide native-language instruction in order to develop critical thinking skills and the mastery of concepts. Native-language development supports English-language development.
- Provide an ESL component to enable children to become proficient in English.
- Provide a positive, open, experiential environment while encouraging sustained use of the native language as a vehicle for communication and learning.
- Provide a literature-rich native-language development program through whole language approaches.
- Provide inquiry skills and instruction in the content areas so that linguistically diverse children will have achieved parity with their English-speaking classmates.
- Provide hands-on learning experiences through art, music/movement, and discovery and problem-solving activities.
- Provide holistic instruction in a bilingual/multicultural learning environment that emphasizes language development through activities appropriate to the social, linguistic, and academic developmental needs of young children.
- Provide for the use of learning centers and the integration of the curriculum areas by using a thematic approach.
- Foster self-esteem through the development of pride in and knowledge of the native culture.
- Provide multicultural education experiences that foster appreciation of and respect for cultural pluralism.

Educational strategies focus on small group instruction; independent learning centers containing materials related to mathematics, science, art, and the children's cultures; and language development. A thematic, holistic approach to developing biliteracy is integrated with developmentally appropriate cognitive learning.

The goal of the bilingual/multicultural program is for our young learners to become fluent and literate in two languages and to achieve their full potential.

The instructional needs of LEP children scoring from the first to the 20th percentile on the English LAB and from the 21st to the 40th percentile are different. It is, therefore, important to have a different instructional focus for these two groups of eligible students. The following chart gives some instructional guidelines and may be helpful in establishing appropriate instructional groupings.

Bilingual Instructional Program Continuum


LEP STUDENTS
1
10
20
30
40
English LAB Score Levels
*Beginning
Intermediate
Advanced
Transitional*
... (former LEP students: 1 yr. transitional services)
Bilingual program
English Language Skills (ESL)
Listening/Speaking, Reading/Writing
Reading/Writing, Listening/Speaking
Emphasis on particular language skills development depends upon student's age and level of English or native language proficiency
Native Language Skills (NLA)
Reading/Writing, Listening/Speaking
Social Studies Science Mathematics
Instruction primarily/exclusively in the native language (L_1)
Instruction primarily in English (L_2)

* Beginning and ending of levels are approximate

The levels of language development described in the chart on the previous page are detailed below:

Beginning Level: Students receive instruction that emphasizes listening with comprehension and speaking. Reading and writing skills appropriate to each student's age, grade, and native-language proficiency must also be taught. For example, while kindergarten and first grade youngsters may be at the pre-reading level, older youngsters may be very skillful readers in their native languages. These native language literacy skills are an important foundation for the acquisition of literacy skills in English, and should continue to be developed as well.

Intermediate Level: Students continue to receive instruction in listening and speaking English through a wide variety of ESL instructional activities appropriate to their age and grade levels. Reading and writing instruction that is based on their listening and speaking skills must be provided in the ESL classroom. For children in the early grades, this may mean a continuation of the building of basic literacy skills in English while for older students, higher level reading and writing skills may be fostered.

Advanced Level: LEP students in grades K-12 who are at the advanced level must receive instruction that incorporates aspects of the community school district's English communication arts program. At this level, however, instructional methodologies must still take into account the fact that these students come from other-than-English-speaking backgrounds and still need ESL. Students who are found to need some remediation in certain areas of ESL must be provided such services in addition to their regular ESL instruction. Reading and writing English mush be emphasized and integrate with listening and speaking instruction.

Transitional Level: The ESL component for LEP at this level must emphasize all aspects of the English communication arts curriculum, although these should be taught with the support of appropriate ESL methods and techniques. The scope and sequence of such programs should be adapted from the English communication arts program offered to the general school population at comparable grade levels.

ENGLISH AS A SECOND LANGUAGE (ESL)

Teaching English as a Second Language requires special training, not only in methods of second-language teaching, but also in the use of materials appropriate to the targeted age group. Since a large percentage of the children in New York City schools came from backgrounds where a language other than standard American English is spoken, it is wise for every teacher to be familiar with the cognitive and affective needs of second-language learners. This precept is especially significant in early childhood programs.

What is ESL?
Social and Academic English

It is important for teachers of LEP students to be aware of the fact that there are two types of English-language proficiency: social and academic. Cummins (1978) called these Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

The first denotes a student's ability to function conversationally in English and "survive" or negotiate everyday situations. The second refers to a student's ability to function academically in English, and is critical to school success. Teachers must remember that the two are not totally separate aspects of language functioning, but rather a continuum of the uses of language that children gradually acquire as they develop during the preschool and school years.

While peer-appropriate communication is generally achieved within two years (BICS), it often takes five to seven years to achieve English proficiency for academic tasks (CALP) on a par with native speakers of English of the same age. In a definition provided by the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), an effective and successful ESL program addresses the development of both social English and academic English. It allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. Academic English must be developed in a classroom setting in which a variety of ESL methods or approaches are used to develop the cognitive, academic, and content-specific English-language skills necessary for LEP students to succeed in the mainstream.

A substantive and compelling body of research indicates that a second language is learned not so much by instruction in the rules of language, but by using the new language in meaningful contexts. Effective instruction in ESL actively engages the learner in the lessons being presented with language that is both comprehensible and purposeful. Like their English-speaking classmates, LEP children must be involved with materials and ideas which are appropriate for their age and level of development. Instruction for LEP first grade children can, with certain modifications, make use of many of the themes and materials developed for the monolingual child, but should also include the following understandings in the area of ESL:

- Children always understand more language than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from and is preceded by a "silent period," which should be respected.
- Single-word utterances and short phrases are natural and acceptable language. Children will use more extensive language as they become increasingly able to express their wants, needs, feelings, and opinions.
- Language learning should simultaneously foster the child's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher incorporates experiences and activities that are culturally relevant to the children.
- It is a very sensible and practical measure to assign a classmate as a "buddy" for any LEP child in a monolingual class who needs assistance in following the day-to-day routines.

Four Levels of Language Acquisition

Language is acquired in basically four stages: preproduction, early production, speech emergence, and intermediate fluency. By correctly identifying a student's level of language acquisition, appropriate instruction activities can then be provided to prepare students of any age for successful communication and achievement. The following descriptions and suggestions are adapted from work by Dr. Stephen Krashen:

A. Preproduction

The first stage is called the comprehension or preproduction stage. In the preproduction stage beginners develop the ability to extract meaning from utterances directed to them.

Some of the characteristics of this stage are:

- Students begin to associate sound and meaning in the new language.
- Students grasp the main idea of what is said by focusing on key words.
- Most students will acquire and recognize enough vocabulary to follow all basic instructions and begin to understand what their classmates are saying even thought they themselves may not be ready to speak (silent period).

Implications for instructional support:

- Lessons should be based on comprehensible input, that is, contextualized language with constant visual support and reinforcement in a variety of settings.

- Lessons will help to develop a large receptive vocabulary, that is, vocabulary that students understand but are not necessarily ready to produce.
- Listening strategies developed during this silent period will form the basis for later speech production.
- The preproduction stage may last anywhere from a few weeks to several months.
- Students should be exposed to the printed word.

B. Early Production

Some of the characteristics of this stage are:
- Students speak using one or two words or short phrases.
- Some students will mispronounce words they have heard and understood many times. This is a natural part of the language-learning process. The teacher should model rather than correct.
- Some students will experiment with words they have heard.

Implications for instructional support:
- Comprehensible input is key to furthering language acquisition.
- Lessons should expand receptive vocabulary.
- Activities should motivate students to produce vocabulary that they already understand, to take risks in order to express meaning.
- During this stage, all attempts to communicate should be warmly received and encouraged. Drills and pronunciation exercises should be avoided since grammar and pronunciation will improve through ongoing ESL instructional activities. Initial reading and writing activities based on ESL strategies should be introduced.

C. Speech Emergence

Some of the characteristics of this stage are:
- Students speak in longer phrases and complete sentences.
- Students begin to generate their own sentences.
- Errors are still common since utterances are longer and more complex.

Implications for instructional support:
- Teachers continue to provide comprehensible input.
- Lessons should continue to develop and expand receptive and productive vocabulary, including content area vocabulary.
- Activities should be designed to promote higher levels of language use.
- Students will not acquire grammar until they hear it.
- Many students may be ready to begin reading specialized materials that have a controlled vocabulary.

D. Intermediate Fluency

Some of the characteristics of this stage are:
- Students engage in conversation and produce full sentences and connected narrative.
- Students begin to interact extensively with native speakers.
- Errors in speech will be fewer than during the speech emergence stage.

Implications for instructional support:
- Lessons should continue to develop and expand receptive and productive vocabulary.
- Activities should be designed to develop higher levels of language use in content areas.
- More extensive reading and writing activities should be incorporated into all lessons.
- Students are challenged to produce responses that require creativity, critical thinking, and complete sentence structures.

It is important to remember that second-language learners have the same abilities as their classmates. Instructions given to the entire class must be altered for the LEP children. The teacher can provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Telling stories using illustrations, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

Sufficient time must be provided for activities which integrate the four language skills: listening, speaking, reading, and writing. In the initial stages of second-language acquisition, primary emphasis is on receptive skills and following oral directions. In this context, reading aloud and telling stories to children, particularly from "predictable big books" and wordless picture books, are effective ESL strategies that promote language learning and literacy within a holistic frame.

Reading to children provides them with the opportunity to listen to vocabulary in a meaningful context and allows them to begin to internalize the rhythms, stresses, and intonations of the language. The stories they hear will form a reservoir of scripts; LEP children can retell these stories and use the language with their teacher and classmates in natural settings. Concomitantly, reading aloud to the children provides the scaffolding for cognitive growth and language proficiency within the positive and supportive environment that is imperative for successful second-language acquisition.

Storytelling develops language and cognition through exposure to a rich variety of literacy traditions. Folk tales, fables, myths, and poetry of various countries form a wealth of cultural resources that children can share and enjoy. Stories that are familiar to the children in their native language are an excellent springboard for language development in English, as the known content lightens the cognitive load. The teacher must be aware of the fact that many stories are written for native speakers of English, and may therefore contain language structures too complex for beginning learners of English. Care must be taken to present versions of the stories that contain vocabulary that is useful, that are supported by illustrations or props, and whose grammatical structures have limited variation.

After sharing a story, children can be asked to:

- point to characters and objects in the illustration.
- name characters and objects.
- put pictures in sequence.
- complete the teacher's sentences.
- ask and answer questions.
- dramatize with puppets.
- retell the story.
- describe and compare characters.
- sing songs and recite poems on related topics.

This literature may be enriched and extended through a wide variety of activities and experiences in music, movement, dance, and/or drama.

Simultaneously, it establishes a timely base for questions designed to encourage critical thinking. A suggested scheme might include the following:

Objectives	Implementation Activities	Teacher Questions
Building Vocabulary	pointing; selecting correct picture; naming	Show me the _____. Who is this? What is this?
Selecting Details	selecting correct picture; describing	Is this a ____ ? Is this a ____ or a ____ ? Who _____ *(action)*? What does _____ *(name)* have? What do _____ *(name)* do? Whose _______ is this?
Finding the Main Idea	providing a title	What's the name of the story?
Establishing Sequence	putting picture cards in order	What happens first? next? last? (before/after)
Drawing Inference Predicting Outcomes	answering questions	Why did _____ *(name)* _____ *(action)* ? How did _____ *(name)* _____ *(action)* ? Do you think they wanted to _____ ? *(action)* What do you think happened to ____ *(name)* after they ____ *(action)* ?
Critical Thinking Making Judgments	removing pictures or details that do not belong; classifying pictures	What doesn't belong? Do you think it was a good idea for - ___ *(name)* to ____ *(action)*?

Independent Activities for Second Language Development

- Listening to tapes with illustrated books.
- Illustrating stories.
- Sequencing picture cards from stories.
- Classifying objects and/or pictures.
- Retelling a story using flannel board.
- Rereading experience charts.
- Sequencing sentence strips from experience charts.
- Matching word cards to pictures.
- Unscrambling sentences on word cards.
- Dramatizing with puppets
- Maintaining personal picture dictionaries.

Another successful approach to second-language learning has been developed by James Asher, a California psychologist.* Total Physical Response (TPR) capitalizes on many of the same strategies that children use in gaining fluency in their first language. By listening and responding to verbal instructions on a wide assortment of topics (e.g., making a fruit salad, sharpening a pencil, drawing a picture), children are able to integrate both "muscle learning" and language learning. Helping youngsters combine movement and language through the activation of the sensory system increases their long-term recall of the language and enhances the believability quotient. By providing an interactive model of language learning, TPR operates on the premise that young children learn best in an environment of reduced fear and anxiety where language is heard and used for real reasons and real needs. Since TPR parallels native language acquisition, the procedure may seem intuitive. The following brief outline may be helpful.

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* James J. Asher, *Learning Another Language Through Actions: The Complete Teacher's Guide* (San Jose, CA: Sky Oaks Productions, 1979). Permission pending.

The Basic Total Physical Response Procedure

1. Demonstration: Children listen and observe while the teacher gives the language and models the behavior.
2. Children listen and respond to the teacher's language by imitating the teacher's behavior.
3. As children gain confidence in their understanding of the language, the teacher gradually withdraws the support of modeled behavior. Children may respond as a group or individually.
4. The teacher recombines old and new language and models the appropriate behavior; children begin to participate and demonstrate their understanding, as above.
5. When the children are ready, they will indicate that they can reverse roles with the teacher, other children, and the whole group.

Children should be encouraged to use English in activities that engage their interest and imagination. To this end, finger painting, clay modeling, paper construction, cooking, and music are valuable and appropriate experiences for the second-language learner. These and other primary experiences encourage children to share their insights and their joys. Their discoveries should be extended through various art activities or written as parts of a language experience chart that can be read and illustrated. In this manner, children progressively come to the understanding that language is a communicative tool they can use for their own purposes and intentions. The emphasis here, as in all effective ESL instruction, is on fostering communicative competence.

Music activities will rapidly involve all children in language learning, including the shyest or least proficient in English, because they give children a sense of belonging to the new language group. Materials specifically designed for the ESL child are unique in that they are linguistically controlled, and they tend to employ the rhythms and stress patterns of natural speech. Songs, rhymes, and chants will add a lively dimension to language learning.

While no one specific philosophy or methodology is endorsed in this manual, there should be an understanding that language learning is a very complex and arduous task for anyone. It is no less so for any six-year-old child in New York City. Children need extensive opportunities to listen to and experiment with the sounds and structures of English in a secure setting. They need a diverse range of models using the language in various contexts in order for their utterances to become habitual and automatic. Finally, adapting to a new culture needs the generous and sensitive understanding of a teacher committed to helping all children learn and grow in a fashion consonant with their abilities and interests.

Resources and curriculum guides available from the Division of Bilingual Education, New York City Public Schools, include: *A Guide to TPR: Using Total Physical Response in the ESL Classroom, Children of the Rainbow—Kindergarten,* and *Children of the Rainbow—First Grade: ESL, Spanish, Haitian,* and *Chinese editions*. This series is the core curriculum for bilingual early childhood programs in New York City schools as part of compliance with the mandates of the Aspira Consent Decree and Lau Plan. English as a Second Language is an integral part of every bilingual education program. Where bilingual education programs cannot be organized because of insufficient numbers of children of the same language and grade, a structured ESL program must be provided, as a minimum.

CELEBRATING DIVERSITY

Because culture and language cannot be separated, understanding the basic elements of each child's culture and language will enable teachers to make all children feel welcome and secure. Listed below are some of the over one hundred languages spoken by children in the New York City Public Schools, and their corresponding countries. (All of the languages that may be spoken by LEP students in the public schools are not included, since space does not permit a list of the more than 5,000 languages and dialects in the world.) Almost half of the first grade pupils come from homes where a language other than or in addition to English is spoken.* It is evident that we New Yorkers have much to celebrate!

LANGUAGE	COUNTRY
Afrikaans	South Africa
Albanian	Albania
Amharic	Ethiopia
Arabic	Algeria, Iraq, Oman, Bahrain, Egypt, Israel, Jordan, Kuwait, Lebanon, Libya, Morocco, Qatar, Saudi Arabia, Southern Yemen, Sudan, Syria, Tunisia, United Arab Emirates, Yemen
Armenian	U.S.S.R.
Assamese	India
Azerbaijani	Iran, U.S.S.R.
Balante	Guinea Bissau
Bambara	Mali
Belorussian	Belorussian republic of the Soviet Union
Bemba	Zambia
Bengali	Bangladesh, India
Brahui	Pakistan
Breton	France
Bulgarian	Bulgaria
Burmese	Burma
Catalan	Spain, France
Cham	Cambodia (now known as Kampuchea)
Chinese	China, Taiwan Hong Kong, Singapore
Czech	Czechoslovakia
Danish	Denmark
Dari	Afghanistan
Farsi	Iran
Dutch	Netherlands, Netherlands Antilles
English	
Ewe	Ghana, Togo
Fanti	Ghana
Filipino	Philippines
Finnish	Finland
French	France, Luxembourg, Belgium, Switzerland, Canada. Haiti, French dependencies in many African & Asian nations
Ga	Ghana
German	Federal Republic of Germany, Austria, Switzerland
Greek	Greece, Cyprus
Guarani	Paraguay
Gujarati	India
Gurma	Ghana, Togo, Upper Volta
Haitian Creole	Haiti
Hausa	Nigeria, Niger, Togo, Ghana, Cameroon, Dahomey
Hebrew	Israel
Hindi	India
Hungarian	Hungary
Ibo	Nigeria
Indonesian	Indonesia
Italian	Italy, Switzerland
Japanese	Japan
Kanarese (aka Kannada)	India
Karen	Burma
Khmer	Cambodia (now known as Kampuchea)
Khowan	India, Kashmir
Korean	Democratic People's Republic of Korea, Republic of Korea
Kpelle	Liberia
Kurdish	Turkey, Iran, Iraq, Syria, USSR
Lao	Laos
Luo	Kenya
Macedonian	Yugoslavia
Malagasy	Malagasy Republic
Malayalam	India
Malay	Malaysia, Thailand, Singapore
Maltese	Malta
Marathi	India
Nepali	Nepal, India, Bhutan, Sikkim
Nyanja (aka Chinyanja)	Zambia
Oriya	India
Papiamento	Netherlands Antilles
Pashto (aka Pushto)	Afghanistan, Pakistan
Polish	Poland
Portuguese	Brazil, Portugal, Guinea Bissau
Provençal	France
Punjabi (aka Panjabi)	Pakistan, India
Rajasthani	India
Romanian	Romania
Romansch	Switzerland
Rundi	Burundi
Russian	U.S.S.R.
Samoan	Samoa
Scottish Gaelic	Scotland
Seneca	United States
Serbo Croatian	Yugoslavia
Seri	Mexico
Shluh	Morocco
Sindhi	India, Pakistan
Sinhalese	Sri Lanka
Slovak	Czechoslovakia
Somali	Somalia, Ethiopia, Kenya
Spanish	Argentina, Bolivia, Chile, Cuba, Colombia, Costa Rica, Dominican Rep., Ecuador,
Spanish (continued)	El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela
Sundanese	Indonesia
Swahili	Tanzania, Kenya, Zaire, Uganda, Rwanda, Burundi
Swedish	Sweden
Tamil	Malaysia, India, Sri Lanka, Singapore
Telugu	India
Thai	Thailand
Tibetan	Tibet: Autonomous Region of China
Tigre	Ethiopia
Tigrinya	Ethiopia
Tuareg	Upper Volta
Turkish	Turkey, Cyprus
Turkman (aka Turkoman)	Afghanistan, U.S.S.R.
Twi	Ghana
Ukrainian	Ukrainian Soviet Socialist Republic, U.S.S.R.
Urdu	India, Pakistan
Uzbeck	U.S.S.R., Afghanistan
Yiddish	spoken by Jews primarily of Eastern Europe, including U.S.S.R., and countries to which they have moved
Vietnamese	Vietnam
Yonba	Nigeria
Yoruba	Nigeria, Dahomey

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* Facts and Figures: Answers to Frequently Asked Questions About Limited English Proficient (LEP) Students and Bilingual/ESL Programs — 1988-90 (New York City Board of Education, Division of Bilingual Education, 1989).

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SECTION II:
THE MULTICULTURAL LEARNING ENVIRONMENT

THE MULTICULTURAL LEARNING ENVIRONMENT

Schools reflect the diverse cultures and the many languages spoken within the community. The learning environment should be structured to encourage children to appreciate the positive contributions of all cultures to the school community and to the communities in which they live, as well as to enhance a respect for the diversity in the lifestyles of their classmates.

The multicultural learning environment:

- promotes self esteem, confidence, and cultural/linguistic identity.
- allows children to appreciate the richness of their language, background, and culture, as well as those of their peers.
- provides children with an extended, enriched vision of the world around them.
- encourages the growth of mutual respect and acceptance through appropriate work/play experiences.
- includes family and community as ongoing, important resources for extending children's understanding of languages and cultures.

The teacher incorporates cultural and linguistic diversity in the classroom by:

- reading stories, folktales and poems that reflect different cultures and languages.
- integrating realia from different cultures into the learning centers.
- providing and displaying records, books, posters, magazines and tapes that are free of racial and sexual bias, and that reflect many cultures and languages.
- displaying and making ethnic artwork and crafts in the art center (e.g., beadwork, masks).
- featuring nutritious recipes from many cultures in cooking and snack activities.
- using curriculum resources and research information that reflect contributions made by people from many cultures.
- displaying the children's self-portraits.
- displaying pictures that portray different family patterns and structures.
- displaying males and females of diverse cultural groups in nontraditional roles.

The teacher organizes a multicultural learning environment by:

- establishing well-organized centers for experiential and integrated learning.
- providing manipulative materials reflective of cultural diversity.
- providing open-ended problems and questions which promote critical thinking.
- designing experiential activities which promote spoken and written language in English and native languages.
- designing experiences which promote sharing and working independently.
- guiding children through activities which promote security and success.

THE MULTICULTURAL LEARNING CENTER APPROACH

The learning environment consists of everything a child experiences—people, places, and things. Young children learn by interacting with their environment. Therefore, when planning the classroom learning environment, the teacher considers the backgrounds, cultures, strengths, interests, and needs of all the children.

The physical environment of the classroom invites and encourages exploration and discovery. Through varied activities, children develop skills and concepts. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The learning center approach allows children to be active participants in their own learning. By working with a wide variety of materials, children learn through discovery at their own individual pace and level of ability. The teacher structures the environment, sets up the centers, and keeps track of the children's progress. When necessary, furniture, materials, and equipment can be arranged so that children with special needs are involved in all the areas.

A learning center is an area of the room set aside for specific activities. Learning centers in the first grade can include:

- Art
- Discovery
  - — Science
  - — Cooking
- Literacy Centers
  - — Library/Listening
  - — Writing
- Manipulatives/Games
- Mathematics
- Music and Movement
- Social Studies
- Theme Centers
- Writing

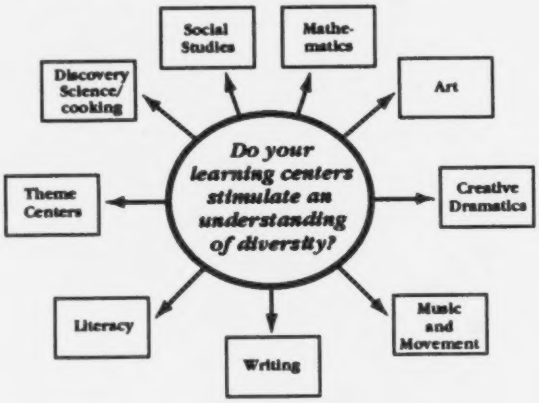
Appropriate objectives are achieved through:

- hands-on experiences.
- activities that range in levels of difficulty.
- use of materials to achieve, reinforce, or enrich skills.
- development of thinking and problem-solving abilities.
- sharing and cooperation.
- emphasis on respect and appreciation for the diversity of lifestyles, languages, and cultures within the community.

An *interest center* is an area which focuses on a particular theme. For example, if the theme is "Dinosaurs," a table may be set up with a variety of pictures and models of dinosaurs for children to explore and discuss as well as a suggested set of activities for children to pursue. The teacher should determine the purpose of each center in advance.

MULTICULTURAL LEARNING CENTERS

As teachers begin to infuse a multicultural/multilingual perspective into learning centers, they must assess the extent to which their classroom fosters the children's understanding of diversity.



Appropriate suggestions for a variety of suggested learning centers follow.

Theme Centers

- Include pictures and books reflecting a variety of family groupings (e.g., single parents, lesbian/gay parents, grandparents, etc.).
- Include props and costumes from a variety of cultures (saris, shawls, dashikis).
- Include pictures of people in nontraditional work roles.
- Display ethnic artwork and crafts to be made, seen, and used.
- Display photographs of men and women in a variety of nurturing roles.

Creative Arts Center

Music and Movement

- Musical instruments reflect a variety of styles from diverse cultural and ethnic groups (klimba — West African finger piano; sitar — stringed instrument from India; maracas; tabla; err hu—Chinese violin).
- There are opportunities to share music for listening and movement (songs from various cultures, folk dances).
- There are tapes or recordings of songs and music from many cultures and in many languages (e.g., *Caribbean Songs and Games for Children*, Folkways Records).

Art

- Art activities incorporate crafts found in different cultures.
- Artifacts and pictures reflect diverse cultures and males and females in nontraditional jobs. (Some examples include beans, straw, scraps of materials, baskets, pottery, magazines, beadwork, masks.)

Creative Dramatics

- Various customs and traditions are represented in the equipment used in the creative dramatics area (chopsticks, mat).
- Props are available for children to use in role play (kimonos; dashikis; cloth to wrap into saris, gelees, or bubas).
- Diverse groups (including the handicapped) are represented in the doll collection.
- There is a range of racial groups that includes more than "black" and "white" dolls (e.g., Mexican, Asian).
- The physical features of the dolls are authentic.
- Wooden or plastic accessories are representative of various cultural groups.

Literacy Center (Library, Listening, Writing)

- Children's books are free of stereotypes and sexist images.
- There is a balanced collection of books and tapes that reflect familiar and unfamiliar cultures, lifestyles, and languages.
- Tapes of stories and poetry in many languages are available.
- Many ethnic/racial groups and cultures are represented in the class library (e.g., *All Kinds of Families* by Norma Simon).
- There is a balanced collection of books in various genres of literature (e.g., poetry, folktales, myths).
- Writing materials (e.g., paper, crayons, pencils, construction paper) are available.

Discovery Center (Science, Mathematics)

- The Discovery Center contains materials (such as full-length mirror, magnifying glass, and tape recorder) that allow children to explore their own physical characteristics and those of others (e.g., use of magnifying glass to examine hair or fingernails).
- There are several kinds of plants available for exploration. Children will discover that plants, like people, have characteristics which are similar and different.
- Cultural artifacts (for example, carvings or pottery) are available for children to examine.
- Natural objects (such as beans, shells, and stones) are available for counting and sorting.
- Graphs provide visual representations of the many similarities and differences in children's lives.
- Children are exposed to visual aids (posters, filmstrips) and pictures of familiar and unfamiliar structures.

Developing Centers

It is a good idea for the teacher to start with a center checklist. Included on the list are:

- skills to be learned
- activities
- materials needed
- library books, poems to be used
- songs, records
- special equipment needed
- visual aids
- bulletin board display ideas
- items to be remembered by the teacher
- projects to be done
- a system of recordkeeping
- a method of evaluating learning
- supplies that may be contributed by children and parents.

The teacher selects an area of the room and furniture appropriate for the center. All of the charts, materials, games, and activity plans needed for the center are placed there. Children work in the learning and interest centers during the planned time periods in the morning and afternoon.

The learning centers and the interest centers are used in varying ways by the children. They may work on independent study projects or individual assignments; they may create follow-up projects for a teacher-directed instructional activity, or engage in enrichment experiences.

Most centers will be used independently by the children. Organization is a vital component of this approach. Centers and materials should be identified with visual cues as well as printed words, and directions should be included when necessary. When appropriate routines have been established, children are able to work independently, in a manner which reflects their own interests and abilities.

Learning center activities are frequently motivated by the children's interests or by direct experiences, such as a field trip. They may also reflect a theme or a curriculum topic.

An interest inventory can be used to assess children's interests and to plan topics to be covered during the year. Children list five or six topics they would like to learn more about. The teacher reviews their choices, selects topics, and collects books, objects, pictures, and other resources to be used in the center. If appropriate, a letter can be sent requesting materials from home. It is important that all written communications be translated into the home language when necessary.

After introducing learning centers to the children, the teacher should assess their responses. Is there high interest in activities? Which activities need to be revised? Are children happy to choose their own work? Are they willing to evaluate their own work? Do children feel successful? The attitudes of the children will be measures of the success of the program.

ROOM ARRANGEMENT

Teachers can use room arrangement to support children's emotional, social, physical, and intellectual growth. Children entering a new environment need to feel secure enough to interact with people and materials. Socialized behavior is fostered by the way the room is set up, as well as by the materials that are available.

The teacher should carefully plan the physical aspects of the classroom before the children arrive on the first day of school. The teacher makes a floor plan of the room before the program begins, and establishes the most appropriate places for the learning centers. Room arrangements should be flexible enough to allow for many different formats during the year to meet changing needs. The centers should be clearly defined for easy recognition. The children can help decorate and add to the centers, using found or donated equipment. Portable centers, which consist of an activity box focusing on a specific interest or content area, can also be used.

The placement of centers of interest in the classroom encourages children to interact. Quiet areas such as Library/Listening, Science, and Mathematics should be near each other when possible. Active areas such as Building Blocks and Social Studies areas are close to each other so that activities can be interrelated and easily extended.

A large, open floor area is available as a multi-use space to accommodate large group activities such as meetings, direct instruction, dramatic play, music/movement, and large muscle activities.

Seating arrangements for the children are flexible. Tables and chairs are used for multiple purposes, and can be moved or rearranged to provide a large, open space when needed. They are moved to the different interest areas as they are needed during the day.

The room can be divided into areas by arranging existing furniture and equipment. Desks, tables, shelves, cabinets, or a piano can be used for display or storing materials. Cardboard covered with suitable material can be used as a flannel board, a divider, or for display. Large cartons can be placed on tables to make independent work areas.

There should be enough space between centers for traffic to flow easily. Optimally, children should not have to pass through one area to get to another. The room is arranged so that the teacher can see all the areas.

Centers that require electricity (for the tape recorder) or water (for art activities) should be located near the resources needed.

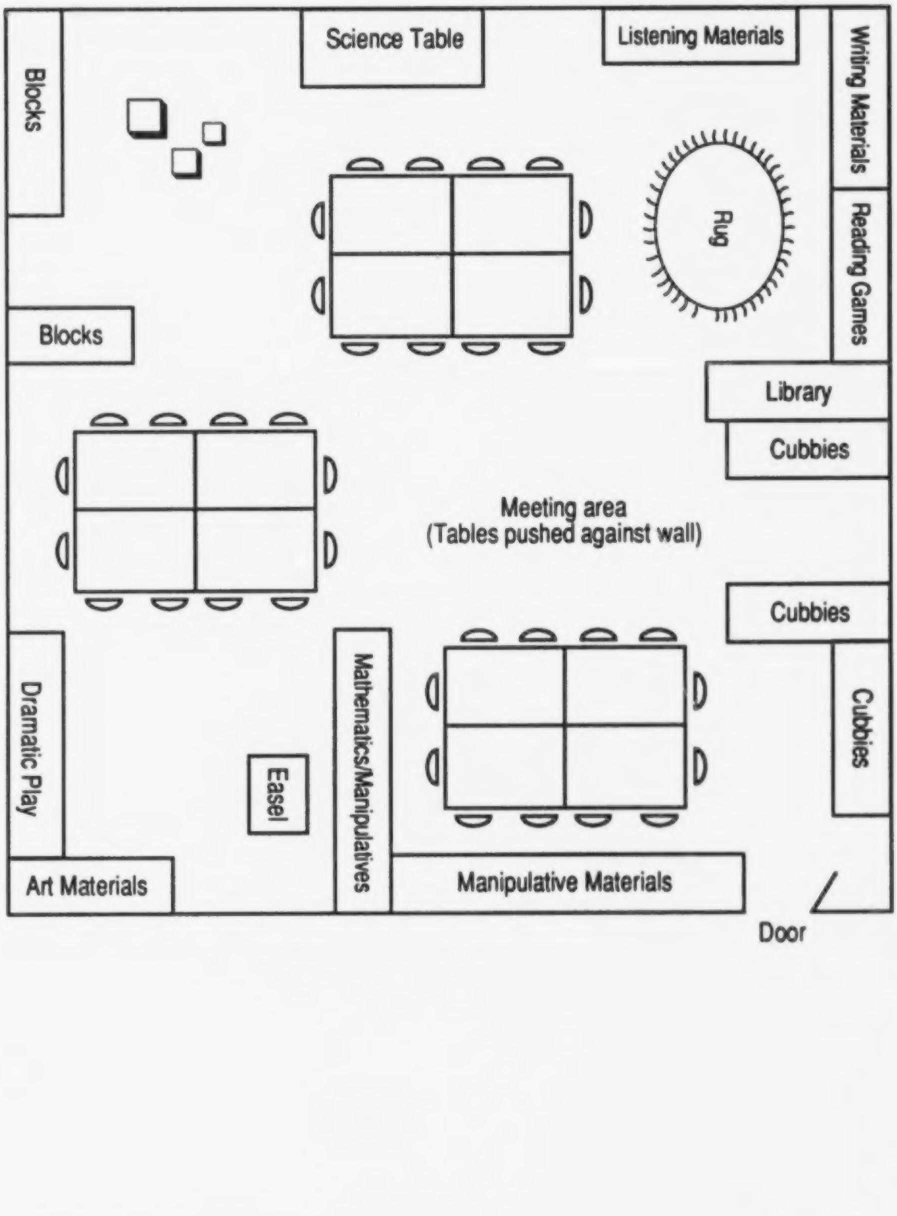
The teacher provides ample bulletin board space that is low enough for children to display and view their own work. If bulletin boards are not available, a clothesline and clothespins can be used.

If the room does not have a sink, the teacher may still provide children with a water source. A table can be set up near the easel for washing brushes; buckets of water, a plastic pitcher, and a basin should be provided. The routines involved can be an excellent direct instruction activity in developing sequence skills.

The following pages contain suggestions which may assist teachers in designing their own classroom floor plans. These room arrangements can be modified and adapted to reflect individual needs.

Suggested Floor Plan 1

This is a floor plan for a small room with no running water and no toilets.


Science Table
Listening Materials
Blocks
Writing Materials
Rug
Reading Games
Blocks
Library
Cubbies
Meeting area
(Tables pushed against wall)
Cubbies
Cubbies
Dramatic Play
Easel
Mathematics/Manipulatives
Art Materials
Manipulative Materials
Door

Suggested Floor Plan 2

This is a floor plan for a large room with two teachers (no running water, no toilets).

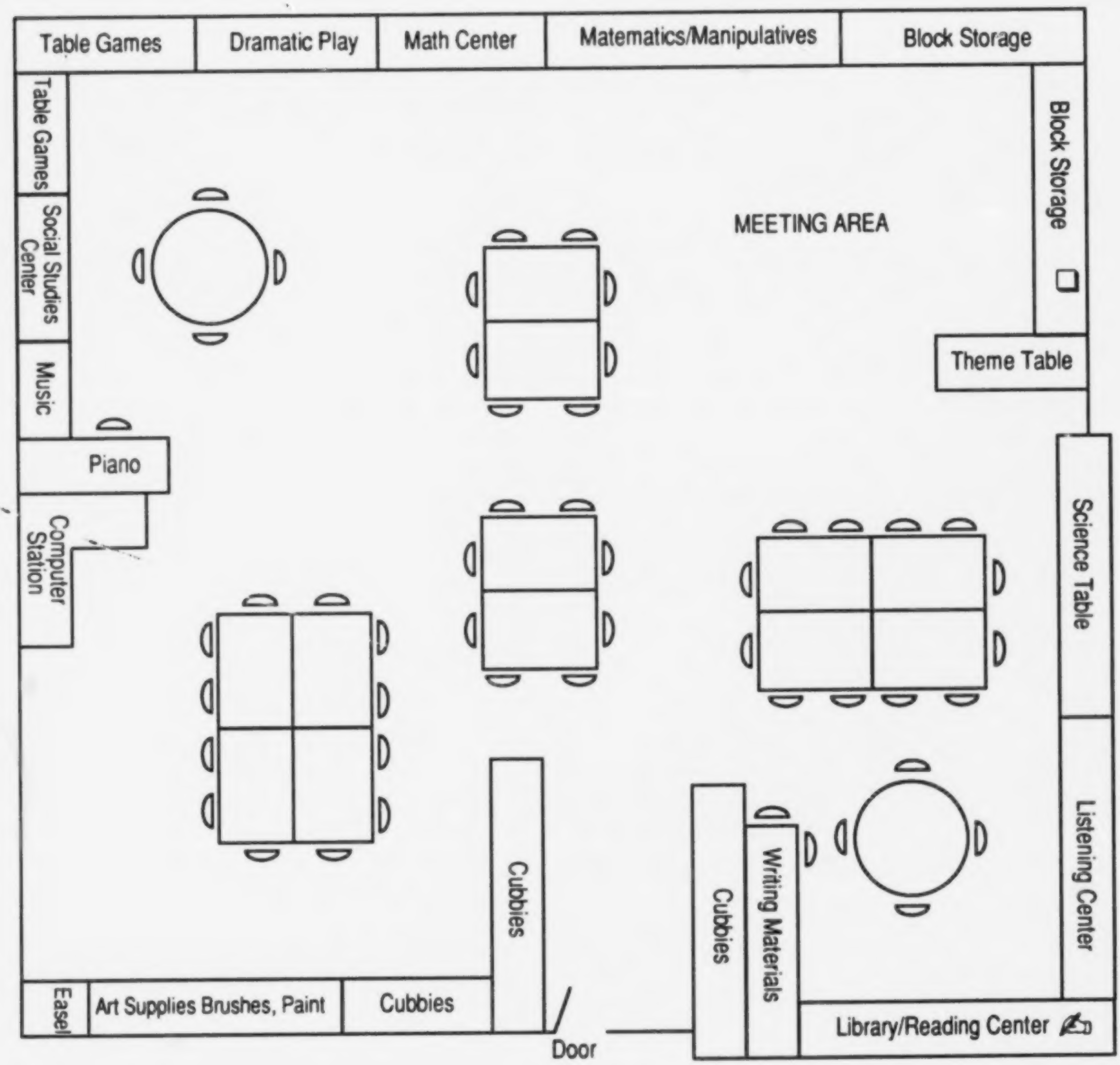
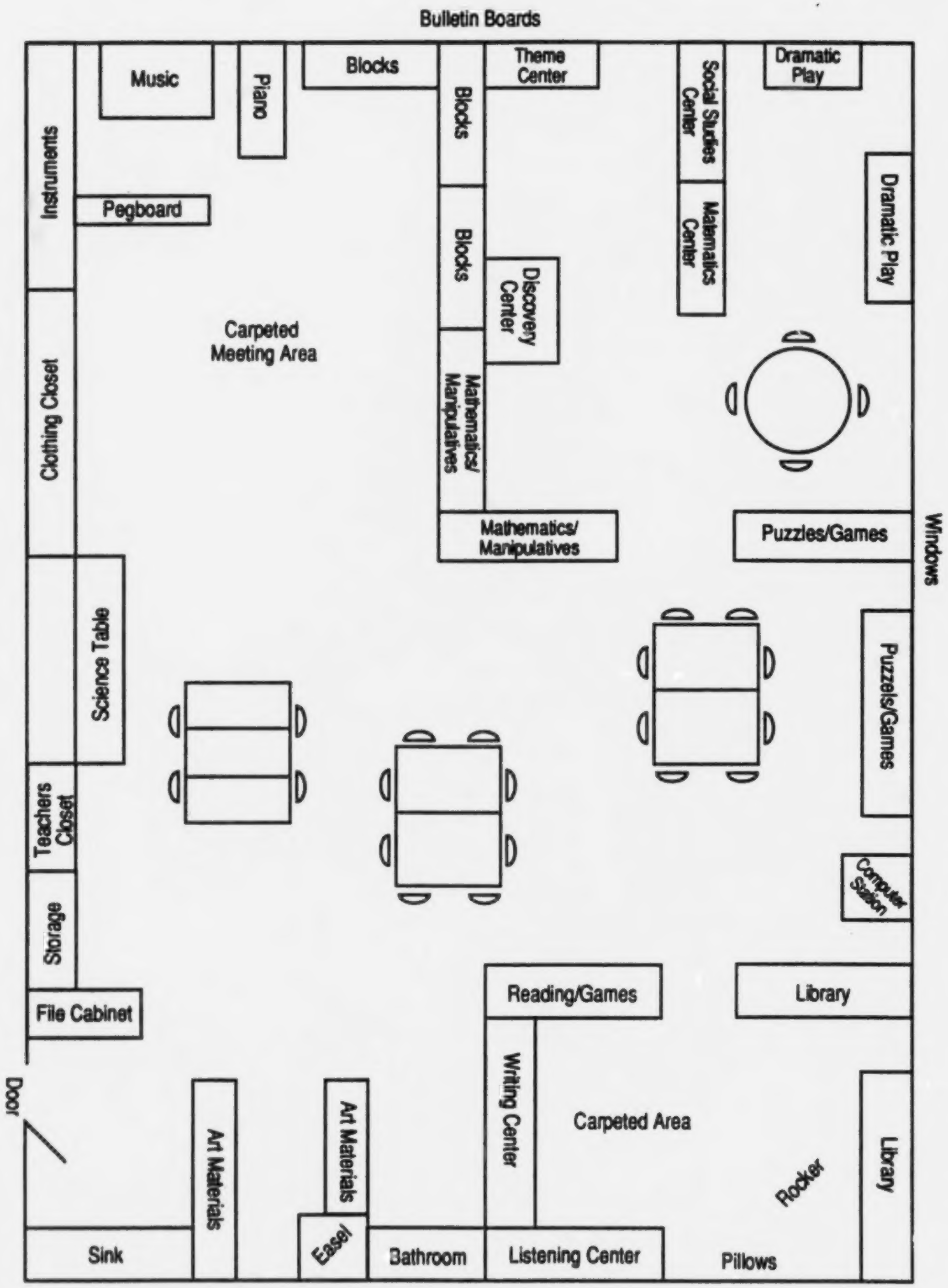


Table Games
Dramatic Play
Math Center
Matematics/Manipulatives
Block Storage
Table Games
Social Studies Center
Music
Piano
Computer Station
MEETING AREA
Block Storage
Theme Table
Science Table
Listening Center
Writing Materials
Cubbies
Cubbies
Cubbies
Easel
Art Supplies Brushes, Paint
Door
Library/Reading Center

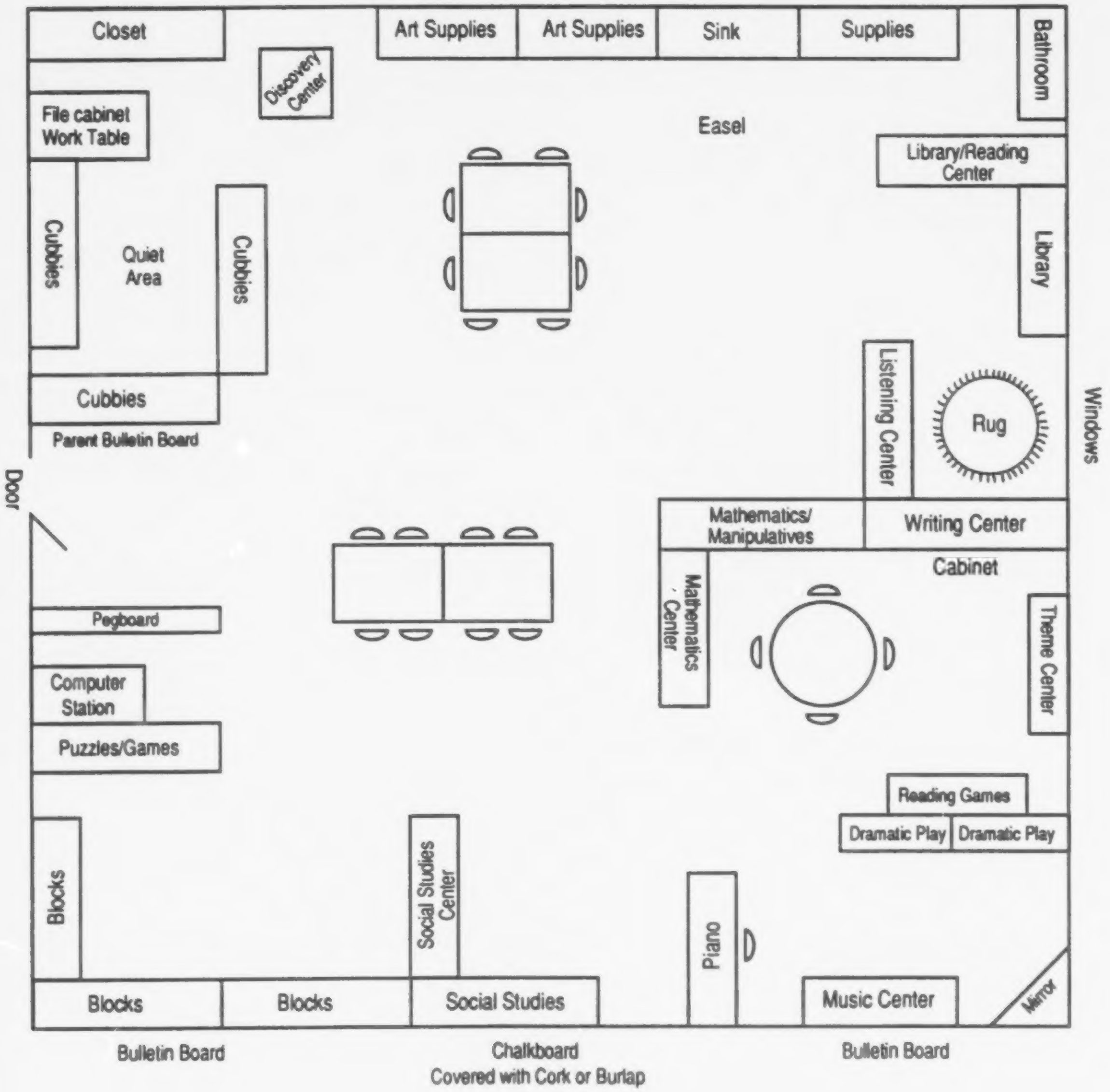
Suggested Floor Plan 3

This is a floor plan for a newer room with running water and toilets.


Bulletin Boards
Music
Piano
Blocks
Theme Center
Social Studies Center
Dramatic Play
Instruments
Pegboard
Blocks
Blocks
Matematics Center
Dramatic Play
Discovery Center
Carpeted Meeting Area
Clothing Closet
Mathematics/ Manipulatives
Mathematics/ Manipulatives
Puzzles/Games
Windows
Science Table
Puzzels/Games
Teachers Closet
Computer Station
Storage
File Cabinet
Reading/Games
Library
Door
Art Materials
Art Materials
Writing Center
Carpeted Area
Rocker
Library
Sink
Easel
Bathroom
Listening Center
Pillows

Suggested Floor Plan 4

This is a floor plan for a large room with running water and toilets.


Closet
Discovery Center
Art Supplies
Art Supplies
Sink
Supplies
Bathroom
File cabinet Work Table
Easel
Library/Reading Center
Cubbies
Quiet Area
Cubbies
Library
Cubbies
Parent Bulletin Board
Listening Center
Rug
Windows
Door
Mathematics/ Manipulatives
Writing Center
Cabinet
Pegboard
Mathematics Center
Theme Center
Computer Station
Puzzles/Games
Reading Games
Dramatic Play
Dramatic Play
Blocks
Social Studies Center
Piano
Blocks
Blocks
Social Studies
Music Center
Mirror
Bulletin Board
Chalkboard Covered with Cork or Burlap
Bulletin Board

THE TEACHER'S ROLE

Successful functioning of learning centers requires teacher interaction with the children and support of their own interactions. During center time the teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills. At class meetings, the teacher reviews, discusses, and explains ongoing learning center experiences. Through this sharing process, the children come to understand how they are growing and learning through their independent and small-group activities.

The teacher, as facilitator, assures a productive, smooth process by:

- introducing the centers and some of the activities.
- entering into the children's play, when appropriate.
- demonstrating use of materials and emphasizing their care and storage.
- introducing vocabulary connected with each learning center.
- preparing tools and materials needed for every center.
- collecting resources that apply to the skills being developed.
- keeping records.
- helping children create their own activities.
- giving support to children at each center.

Before learning center activities, the teacher plans a class meeting to discuss the day's events, introduces a new theme, if necessary, and/or provides sign-up time for center work. After the activities, a discussion period gives children time to talk about observations or discoveries they have made. Children discuss how they participated in the center and the teacher provides opportunities for sharing products and processes.

During center time the teacher needs to encourage spontaneous expression by asking a variety of provocative questions. The teacher walks around the room and, at appropriate times, intervenes to ask questions that present alternatives for activities, thinking, or expression, e.g., "What else could you do to show this?" or "How does this work?"

The teacher maintains order and organization in the classroom and, at the same time, gives children a feeling of security in the environment. Consistency is paramount so that children can become self-confident in the use of materials and equipment.

Teachers acquaint parents with the program in the classroom, its centers, and the concepts being taught. New learning centers can be described in newsletters, translated into the home language as appropriate. Progress can be demonstrated by sharing children's scrapbooks or completed projects with parents.

MAKING CENTERS WORK

For learning centers to work effectively, teachers need to consider materials, storage, and management routines in each area. Materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive way to invite use and exploration. Materials should be on low shelves and clearly labeled with pictures and words. Children should be encouraged to do as much as possible by themselves and to care for their own needs when this is feasible. A cubby or a shelf with the child's name or picture provides a private storage space. Illustrated labels on shelves help children learn where they can find and replace the materials they use.

Children may be involved in selecting and acquiring resource materials. The teacher identifies the themes that will be covered during the year. Then boxes or large envelopes are labeled with these themes, and children are told what materials to bring in. As materials are brought to school, they are labeled, identified, and placed in the appropriate boxes. The teacher sets up each center with the acquired materials and organizes them in an attractive way. Task cards are provided for each center.

Materials can be teacher-made or commercially prepared, as long as they provide for the needs of the children. The teacher introduces the materials and equipment to the children and plans the storage and display of materials in each center. Materials should be clearly labeled, durable, inviting, and easy to put up and take down so that displays can be changed often. Small, flat boxes can be used for storage and can be stacked on top of one another or underneath tables. Partitioned boxes or plastic dish pans are good for storing file folders. The care of materials and general appearance of the classroom are responsibilities of the children as well as the teacher.

Adequate storage in each center should be provided. A good storage system facilitates the clean-up routines. Following are some "workable" suggestions which teachers have found helpful:

- Always begin with fewer materials rather than more. This slower start allows children to become comfortable in the centers, and to develop consistent routines for working with and storing materials appropriately.
- Pictures and activity cards may be covered with clear contact paper to extend their usefulness.
- All materials should be stored in the same place every day.
- Shelves and cabinets should be roomy enough to permit order without clutter.
- Materials should be changed periodically to maintain interest.
- Similar items should be stored together.
- Children may help decide where new materials belong. ("Devin, we have some new puzzles today. Where do you think we should keep them?")

Appropriate daily classroom routines allow children to plan for their own learning center activities. During large or small group meetings, they should be encouraged to talk about where they wish to work and what they will be doing there. Such planning opportunities allow children to participate in their own learning, while developing decision-making and problem-solving skills. Follow-up meetings will permit time for reviewing and sharing the center experiences to help reinforce the learnings that have taken place.

MANAGEMENT OF CENTERS

To be successful, centers require planning and organization. The teacher chooses the way the centers are to be managed and how often they are to be used by the children, taking into consideration the individual needs of each child and curriculum requirements. The teacher and children need to feel comfortable with the plan chosen.

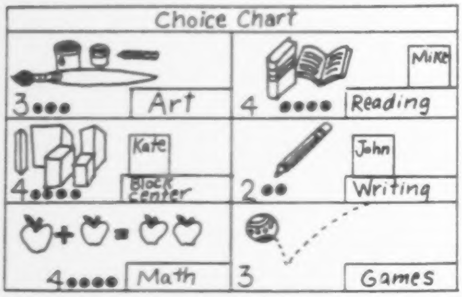
There are many ways to manage learning centers. The teacher can start the work period with a class meeting where the schedule for the day or week will be made. This may be written on chart paper, put on a flannel board, or listed on the chalkboard.

Centers are first established around the room and labeled for identification. The management plan chosen for learning centers should include a procedure for children to select an experience, alternative experiences for children to choose from, and a method by which numbers of children and time slots are organized.

Children need to be taught the procedures related to working in learning centers. Accepting responsibility, setting time limits, and following directions are skills to be emphasized, especially if the learning center is a new mode of instruction.

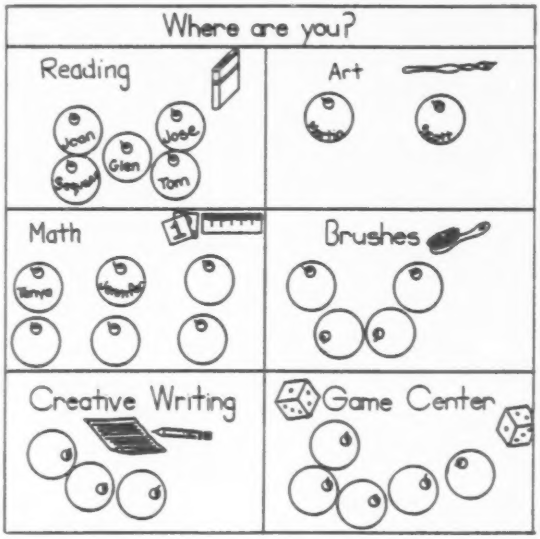
CHOICE CHART

In encouraging children to make choices, a chart like the one below can be helpful. Children learn to put their name cards in the appropriate space, while developing concepts of one-to-one correspondence. The large dots demonstrate clearly how many name cards can be placed in that section.



Some children may need assistance in making choices. For children who are reluctant, the choice chart can help them make a conscious decision. If children do not select specific materials themselves, some appropriate items may be placed on a table for them. This simple act invites the hesitant child to sit down and explore.

In classrooms where the routines allow children to move freely from center to center, a pegboard and hangtags, such as the one illustrated below, will permit children to "check in" and "out" independently:



GROUPING

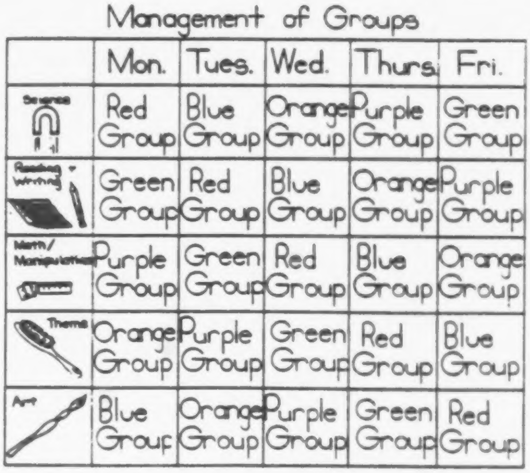
Learning centers make a variety of groupings possible:

- Heterogeneous arrangements, which allow children of different abilities and language backgrounds to interact for peer tutoring.
- Teacher-selected homogeneous groups, when a specific skill is being taught in the center.
- Self-selected activities which allow children to work alone or with friends in the center.

A rotational system is good to use when learning centers are first introduced. It provides for some structure in the learning center approach. Some teachers choose to separate the class into small groups that will stay together and rotate to different centers as a group on a consistent basis. Pictures, symbols, or colored squares can be used on a flowchart for managing this type of group approach. The chart is easy for the children to follow. Children start working at the area designated for their group and then move on when work is completed. Each group is designated with a special symbol which has been chosen by the children. The teacher can now record varied experiences.

For easy reference, the names of each group's members, along with their symbol, may be displayed prominently in the room. The teacher can review the schedule with the children and signal when to change from one activity to another. This type of chart will do away with much paperwork.

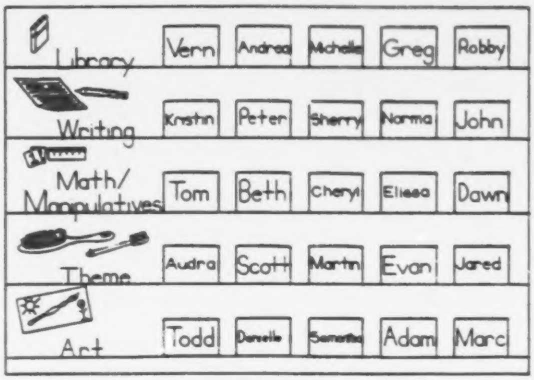
Management of Groups



	Mon.	Tues.	Wed.	Thurs.	Fri.
Science	Red Group	Blue Group	Orange Group	Purple Group	Green Group
Reading & Writing	Green Group	Red Group	Blue Group	Orange Group	Purple Group
Math/ Manipulatives	Purple Group	Green Group	Red Group	Blue Group	Orange Group
Theme	Orange Group	Purple Group	Green Group	Red Group	Blue Group
Art	Blue Group	Orange Group	Purple Group	Green Group	Red Group

The teacher can put colored circles next to the color words for easy identification by beginning readers.

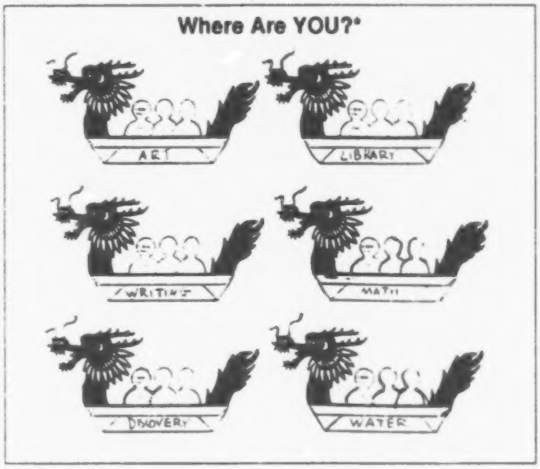
A pocket chart is useful for rotational scheduling as well as free choice scheduling. The cards can be rotated easily and group makeup can be altered if desired.



Library	Vern	Andrea	Michelle	Greg	Robby
Writing	Kristin	Peter	Sherry	Norma	John
Math/ Manipulatives	Tom	Beth	Cheryl	Eliesa	Dawn
Theme	Audra	Scott	Martin	Evan	Jared
Art	Todd	Danielle	Samantha	Adam	Marc

Any chart used for establishing center routines may reflect the varied cultures of our city. For example, a Chinese dragon may be used as the pocket for placement of children's pictures for rotation or free-choice scheduling for learning centers.

Sample Learning Centers Management Chart*



RECORDKEEPING AND EVALUATION

The teacher keeps records and makes evaluations to determine children's interests, needs, placement, and growth, as well as to keep track of children's experiences in the learning centers. The results indicate which centers and activities should be changed and which children may benefit by participation in specific activities. A tally provides the teacher with information on student

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* Chart developed by Bilingual Children's Project, 1990.

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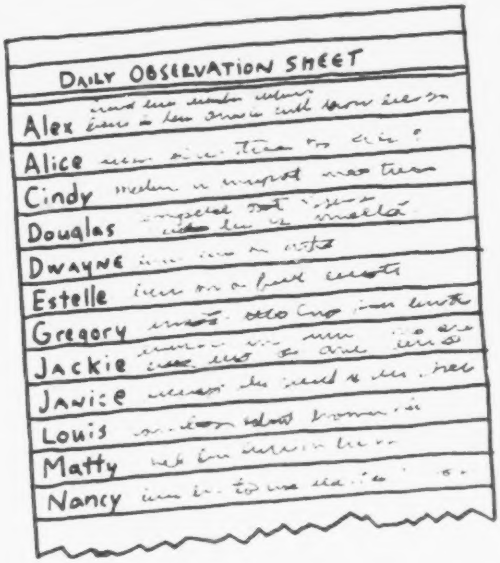
preferences and may be useful in setting up new centers. A simple tally chart, like the one below, can be most effective:

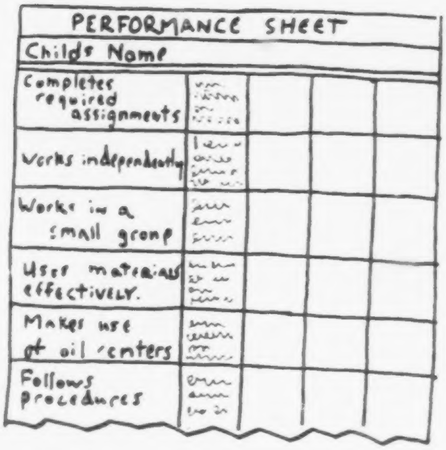
TALLY FOR SEPTEMBER

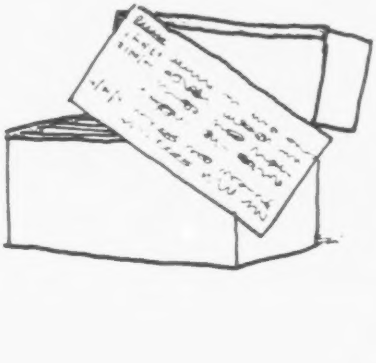
Name	Art	Discovery	Math	Writing	Reading Listening
Sequana	𝍷𝍷𝍷	𝍸𝍷	𝍷𝍷		
Kimberly	𝍸	𝍷𝍷𝍷	𝍸		𝍷𝍷𝍷𝍷
Marlon	𝍷𝍷𝍷		𝍷	𝍸𝍷	𝍷𝍷
George	𝍸	𝍷	𝍷𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍷

Evaluation of individual and group activities is necessary, and the teacher should develop a system for recording this information (e.g., portfolios, holistic evaluation). Evaluation can be done informally by observing, listening, and questioning as well as through individual conferences and tests. Evaluation should be continuous so that the teacher is aware of the progress that each child is making.

Teacher Evaluation Samples


DAILY OBSERVATION SHEET
Alex
Alice
Cindy
Douglas
DWAYNE
Estelle
Gregory
JAckie
JANice
Louis
Matty
Nancy


PERFORMANCE SHEET
Child's Name
Completes required assignments
Works independently
Works in a small group
Uses materials effectively.
Makes use of all centers
Follows procedures



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Records should be easy to keep and can be made in a notebook or on index cards. Checklists can be made quickly and easily by preparing a sheet of paper with children's names printed down the left-hand side and skills, needs, growth, or interests listed across the top. For example:

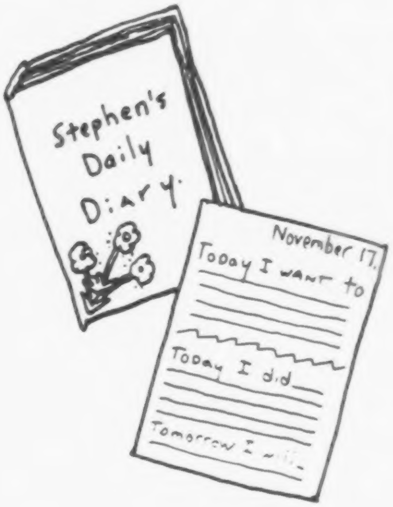
Name	Counts to 9	Sets to 9	Knows number words
Nicole	✓	✓	✓✗
Carla	✓	✓	
Edwin	✓	✓✗	
George	✓	✓	✓
Sequana	✓✗		

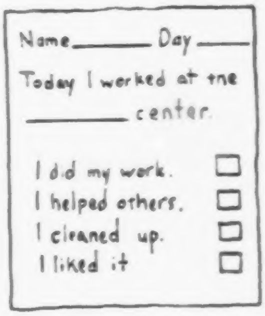
The checklists can be used to gather information which is later compiled and put on children's records and/or performance sheets. These records may be used as a basis for parent conferences. Each child's work can be collected and stored in a manila folder and evaluated periodically. An evaluation center, where the children's progress is evaluated through tasks, may also provide useful information.

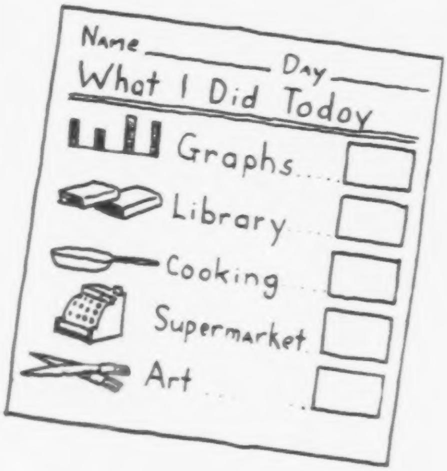
Classroom management becomes simpler when children share responsibility for their learning. Recordkeeping is one way of engaging children in establishing and maintaining class routines. Personal records help children become aware of long-term goals, immediate skill objectives, and specific accomplishments. When children keep their own records, the teacher has more time to provide instruction to individuals or small groups. An ongoing record of each child's progress allows the teacher and child to share and take note of accomplishments.

Since children perform better in an organized classroom with consistent guidelines and rules, each record or activity should be carefully discussed with the whole class before any entries are made. A discussion might include the type of record, the reason for its use, the times for recording, the details to be included, and the activity which might precede the recordkeeping. When records are kept in a systematic and ongoing manner, information about children's choices, interests, needs, and achievements is readily available and evaluation is simplified.

Children's Evaluation Samples


Stephen's Daily Diary
November 17
Today I want to
Today I did
Tomorrow I will


Name _____ Day _____
Today I worked at the _____ center.
I did my work. ☐
I helped others. ☐
I cleaned up. ☐
I liked it ☐


Name _____ Day _____
What I Did Today
Graphs ☐
Library ☐
Cooking ☐
Supermarket ☐
Art ☐

CHECKLISTS FOR THE CLASSROOM LEARNING ENVIRONMENT

CONTEXTUAL INVISIBILITY

Teachers must not only guard against stereotyping and negative characterizations, but should also keep in mind that a multicultural perspective can easily be damaged by what has been called "contextual invisibility." Groups which are consistently ignored in materials and books do become, to all intents and purposes, invisible. When there are no opportunities to mention them in the classroom, it may seem to children that they do not exist.

To evaluate such contextual invisibility, it is necessary to note the numbers of women, members of various racial and ethnic groups, people with disabilities, older people, and people from a variety of social classes presented in the material. Teachers need to exercise care and sensitivity when selecting curricular items, such as books, games, and posters, to support the objectives and goals of a truly multicultural classroom.

Incorporating Cultural and Linguistic Diversity Checklist

Discovery

☐ Do snacks and cooking experiences feature nutritious recipes from many cultures?

☐ Have the children prepared a cookbook containing snacks and recipes from many cultures? Have they prepared some of these foods in class?

☐ Do children use all of their senses in food activities?

☐ Are natural materials like stones and beans available for sorting and counting?

☐ Are graphing experiences, indicating similarities and differences in many areas, presented to the children on an ongoing basis?

Blocks

☐ Are pictures and photographs of homes and buildings in the community on display?

☐ Are block accessories multiracial and non-stereotypical in race and sex roles (e.g., African-American male medical worker, Asian-American female construction worker)?

Literacy

☐ Are nursery rhymes and fingerplays taught in different languages?

☐ Do folktales, poems, and other literature reflect different cultures?

☐ Are filmstrips, slides, and photographs free of cultural, racial, and sexual bias?

☐ Are there many opportunities to help children express their thoughts, feelings, creative ideas about themselves and others?

☐ Are children learning songs from different cultures and in many languages? (*Ti Poulette, La Linda Manita?*)

☐ Do records and tapes reflect different cultures and languages (*Caribbean Songs and Games for Children*, Folkways Records)?

☐ Are there books and records reflecting different cultural groups (*I'm Glad I'm Me* by Elberta Stone, *All Kinds of Families* by Norma Simon, *Santiago* by Pura Belpre)?

☐ Are bilingual books included in the collection (*I Am Here — Yo Estoy Aqui* by Rose Blue)?

☐ Do materials reflect current lifestyles of people from different cultures? Do they include the handicapped?

☐ Are pictures and photographs found in books and posters free of cultural, racial, and sexual bias?

Music

☐ Can children make or use simple rhythm instruments used by different cultural groups (e.g., maracas, tabla, African talking drum)?

☐ Are simple folk dances taught?

☐ Are records and tapes from various cultures and in many languages used for movement activities?

Art

☐ Are children given opportunities to engage in ethnic crafts (pottery, beadwork, making masks)?

☐ Are realia from different cultures displayed in the appropriate learning centers (castanets in Music Center, basketry in Art Center)?

☐ Do pictures displayed around the room include self-portraits, and males and females of different cultural groups engaging in nontraditional jobs?

Additional Questions: Portrayal of Gender and Racial/Ethnic/Cultural Groups*

- ☐ Do the materials contain negative messages about any group?
- ☐ Are illustrations of people's physical characteristics unreal or unnatural (for example, Asians portrayed as yellow, African-Americans with "white" facial features, Native Americans with red skin)?
- ☐ Are the lifestyles of one group's members depicted as inferior to the lifestyles of members of another group?
- ☐ Are "loaded" words which are condescending or present negative images used to describe any group?
- ☐ Are women always portrayed in traditional sex roles (for example, teacher, nurse, secretary, housewife)?
- ☐ In books, do females always have passive roles and males active roles?
- ☐ Are high-status or decision-making occupations and roles (doctor, scientist) associated only with males in the story?
- ☐ Are females consistently depicted as defenseless and/or dependent?
- ☐ Is a female's success based on her good looks and physical attributes or on her initiative and intelligence?
- ☐ Are older people portrayed as vital contributors to various cultures and groups of which they are a part?

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* Adapted from: Leslie R. Williams and Yvonne De Gaetano, with the ALERTA staff, ALERTA, A Multicultural, Bilingual Approach to Teaching Young Children: Level 2, (Menlo Park, CA: Addison Wesley, 1985), p. 257.

The Physical Environment Checklist

The Room

- ☐ Does the appearance of the room reflect a sense of functional arrangement and order?
- ☐ Is the room aesthetically pleasing?
- ☐ Is the room interesting and inviting?
- ☐ Is the room well ventilated?
- ☐ Is the room divided into clearly defined centers of interest?
- ☐ Is there a quiet area children may use?
- ☐ Is furniture arranged to suit children's needs?
- ☐ Are there open lanes to travel from center to center?
- ☐ Can the furniture be moved easily to meet the needs of an activity (snack time, rhythms)?
- ☐ Is there an area of the room for group meetings or large group instruction?
- ☐ Are tables arranged in groups?
- ☐ Is the piano placed so that the teacher can see all of the children at one time?
- ☐ Does each child have an individual storage space?
- ☐ Is there a place to put completed work?
- ☐ Are bulletin boards current, functional, and at a child's-eye level?
- ☐ Is there access to a water source, and child-sized restroom facilities?
- ☐ Is there a place to put paintings to dry?
- ☐ Is there a writing area stocked with paper, pencils, crayons, markers, dictionaries, typewriter?
- ☐ Is the block area adequate in size and in a safe place away from interruptions?

Materials

- ☐ Do children know where the materials are kept?
- ☐ Is there adequate storage for all materials?
- ☐ Is there convenient access to materials?
- ☐ Is equipment kept clean and are broken items discarded?
- ☐ Do the children know the uses of each object in the area?
- ☐ Are clear and simple directions posted?
- ☐ Are there materials available for creative activities (boxes, buttons, fabric scraps, wood)?
- ☐ Are reference materials available to extend learning developed in a particular area?
- ☐ Does the room have live plants and pets?
- ☐ Are there many types of books, tapes, records, filmstrips?
- ☐ Are materials and visual aids changed often to maintain interest?
- ☐ Are materials provided for individualized work?
- ☐ Are there many hands-on experiences available?
- ☐ Are there clean-up materials, such as sponges, paper towels?
- ☐ Are there materials for music and rhythmic experiences?
- ☐ Are there materials for dramatic play (shoes, pocketbooks, empty food boxes)?
- ☐ Is there a variety of basic art media?
- ☐ Are there small manipulative materials to build eye-hand coordination?
- ☐ Are there seasonal interests for children to observe?
- ☐ Are there cooking experiences?

Children and Program

- ☐ Are the children aware of their responsibility for the appearance of the room?
- ☐ Are children's experiences used as a basis for oral discussion?
- ☐ Are sensory experiences used as a basis for oral discussion?
- ☐ Is current children's work attractively displayed?
- ☐ Is a name tag fastened to art work?
- ☐ Are pictures changed frequently?
- ☐ Are children encouraged to care for live plants and pets in the room?
- ☐ Are there opportunities around the room for reading? Are pictures/charts attractive and at child's eye level? Is the writing on charts and labels clear and legible?
- ☐ Are there opportunities for language development?
- ☐ Are there opportunities for the children to make specific choices?
- ☐ Are children encouraged to share materials?
- ☐ Do children have opportunities for writing experiences?
- ☐ Does the program balance individual, small group, and whole class activities?
- ☐ Is there integration of curriculum areas?
- ☐ Are field trips included as learning experiences?

Recommended Equipment and Supplies

These recommended materials are listed according to curriculum areas and/or learning centers. However, many of the items can be used to develop skills in more than one area. For example, a pan-balance scale can be found in both the science center and the mathematics center. This list can be amended and expanded as needed throughout the year.

Although every class may not have every item listed, this list of recommended materials will guide teachers and supervisors in planning for the instructional program. Many of the materials are common household items, such as soap, sponges, paper towels, socks, paper bags, etc. These may be obtained through a variety of sources at minimal or no expense. Other materials will need to be purchased from vendors.

Art Materials
- easel
- easel clips
- smocks
- paint containers
- brushes
- paint, tempera
- newsprint
- individual water color sets
- crayons and markers
- Craypas
- manila paper
- scissors
- construction paper
- moist clay
- clayboard and crock
- plasticene
- paste and glue
- collage materials
- Playdough
- socks, mittens, trimmings (for creating puppets)
- water (sink or basin)
- design blocks (tracing)
- paper cutter
- paper bags
- plates and cups
- pipe cleaners
- wallpaper samples
- felt pieces
- tissue paper/crepe paper
- straws
- paper towels
- sponges, cleanser/soap
- drying rack or line
- sewing materials
- Dixie mesh
- clear bags or boxes (for storage of material)
- newspaper or oilcloth
- colored shapes

Basic Equipment
- child-sized tables/desks and chairs
- pegboard room dividers
- storage shelves
- storage cabinets
- bulletin boards
- clock
- broom, dustpan, mop
- hotplate/cooking utensils
- projector (slide and overhead)

Block Area
- unit blocks
- boats
- pictures and books related to theme
- signs
- people figures
- construction paper, crayons/markers for making signs
- trucks, cars
- animal figures

Communication Arts
- tactile letters (upper and lower case)
- sandpaper letters
- rubber stamp alphabet
- card games
- word game
- pupil-made books
- perceptual materials: visual discrimination of shapes, colors, textures, sizes associate words with pictures
- puppets and story accessories
- flannel board stories, letters
- names, signs, labels
- sequencing pictures
- magnetic board and letters
- experience charts
- classification materials
- alphabet books
- Lotto games
- "What's Missing" dominoes
- opposites
- parquetry/mosaics
- puzzles (word and picture)
- construction paper
- language-experience booklets
- sentence strips
- rhyming puzzles
- synonym, homonym puzzles
- initial consonant games
- classification materials
- memory and matching games
- letter puzzles
- link letters

Cooking Center
broiler oven
hot plate
pots and mixing bowls
colander
utensils, peeler
paper service
food for instruction
rolling pin
measuring cups, spoons
tray
beater

Health and Physical Education
hollow blocks
chair nesting blocks
hoops—3 sizes
balls, assorted (yarn, rubber)
rhythm and dancing records
bean bags
food group charts
soap, water, paper towels
scale and yardstick
Snellen chart
dental slips
hand puppets-doctor, nurse, dentist
tissues
mats (for rest time)
song plays and dances
outdoor play area (slide, swings, jungle gym)
wagons and tricycles
ropes
balance beam
movement education records

Library/Reading
paperback books: 4 copies of each book
books on a variety of topics with various reading levels
library cards for children to borrow books
alphabet books
child-made books
reference books
easy-to-read trade books
picture dictionaries
round table and chairs, rug
picture file
books without words
magazines, newspapers
accessible shelving

Listening Center
books with records/tapes
connection box, earphones
blank 15-minute tapes
cassettes
tape recorder
records/tapes
filmstrip projector for a small group
record player
filmstrips
story books

Mathematics
abacus (counting frame, shape/color abacus)
clocks, 12-inch cardboard clock dial
calendar
toy money, cash register
number and picture matching tray
sets of picture cards, number cards, numerals
flannel board, felt cut-outs (geo-forms)
geometric figures for tracing, shape templates
number games (Bingo, Lotto)
scales, weights, pan balance scale
rulers, tape measure, meterstick
liquid measures: cups, pints, quarts, spoons, containers
metric measuring equipment
shape-sorting box, sorting tray
number puzzles
Cuisenaire rods
dominoes (various kinds)
pegboards and pegs
tactile number blocks
tactile dominoes
beads and string
number boards
unit stacker
multilink cubes
attribute blocks
Vertiblocks (cubes), colored cubes
paper and pencils
objects for counting (bottle caps, sticks)
books (example: *The Three Bears*)
categorizing materials (buttons, screws)
sorting tray
number lines: desk/walk-on
fractional parts
pattern cards
tangrams
non-standard measuring devices

Music
rhythm sticks (10)
wood blocks (2)
sand blocks (2)
soprano sounder (4)
crow sounder (2)
triangles (3)
tambourines (2)
cymbals (2)
triple bells (3)
jingle clog (2)
drums
xylophone
record player
records
earphones
piano
tuning fork
pegboard for storage of instruments
materials to make home-made instruments:
  cigar boxes
  rubber bands

bottles and coffee cans
glasses
combs
cereal boxes
sandpaper
aluminum pie pans
wood blocks

Science

magnets
magnifying glasses
iron objects
pulleys
egg timer
weights
weather chart
mechanical toys, assorted
aquarium and aquarium supplies
terrarium
insect cages
animals
cages
bowls(?)
thermometers
seeds
bulbs
tuning fork
prisms
gears
enamel or plastic trays, tote trays, plastic storage tumblers
canning jars with ring lids
window screening, plastic
cheesecloth
gardening supplies
natural collections: pressed or mounted leaves, feathers, rocks and minerals, fossils, bones, fruits and seeds, shells, sand, fur, insects, soil, stones

Table Top/Manipulative Materials

Tinker Toys
Lego/Duplo
colored blocks
Lincoln Logs
construction toys
wooden puzzles
toys with mechanized parts
beads and strings
pegboards and pegs
multilink cubes
bristle blocks
lacing, buttoning, zippering, typing, snapping materials
mosaics
colored wooden connecting cubes
parquetry blocks

Writing Center

primer typewriter
pens and pencils
magic markers
colored pencils
crayons
chalk/slates, eraser
various sizes of paper, both lined and unlined
picture dictionary
letter-tracing stencils
variety of alphabets (wood, sandpaper, rubber-stamp)
name cards
word cards
class lists
writing box (ideas and suggestions)
wallpaper and cardboard for bookcovers
display cards for manuscript and cursive letters
scissors
picture box
teacher-made blank books in various shapes
chalkboard, individual slates and chalk

Using Recycled Materials for the Classroom

The first commandment of early childhood teachers: Thou shalt not throw anything away!

In addition to materials which can be purchased for the first grade program, the teacher may collect various common materials which can be recycled for instructional purposes. Among these materials are:

Food Boxes and Labels

Label Book — Paste well-known labels from food containers into a stenographer's notebook. Labels should be representative of nutritionally sound foods. One page can be used for each label. Invite children to identify the food and brand.

Groceries List — Cut out food-box fronts. Punch a hole on top of these and attach several to a ring or with yarn to make a set. On a trip to the supermarket, children can each carry a set, and match the box fronts to the products on shelves.

Box fronts — These can be laminated with clear contact paper. They can be:

- cut up and used as puzzles.
- used for tracing letters with soft-wax crayons.
- used as sewing cards. (Punch holes around the edges and attach a long shoelace.)
- used in the writing center.

Shoe Boxes

Belongings Box — With paint and other decorations, children can personalize their own boxes. The teacher adds their names.

Building Blocks — Stuff boxes with newspaper and cover. Cover entire box with contact paper.

Sand/Salt Tracing Box — Paint the inside bottom. When dry, cover the bottom with a layer of salt or sand. Children can trace letters, numbers, etc.

Old Clothing

Busy Boards — Use clothing items with zippers, a row of buttons, buckles. Cut around the gadgets. Mount on heavy cardboard.

Collage — Cut up some interesting textures for pasting.

Tactile Matching Game — Cut sets of matching 8-inch squares. (The fabrics must differ in textures.) Make two piles. A child tries to match the sets while blindfolded.

Dancing Props — Lightweight fabric can be cut into 12-inch squares. Put a record on, and invite children to make the material "dance."

Wallpaper Sample Books

Floormats — Machine sew two sheets of heavy washable wallpaper together. Layers of newspaper can be used to stuff them. Ask parent volunteers to assist in making the floormats.

Placemats — Use one sheet of washable wallpaper. With indelible marker, print the child's name in the right-hand corner. The children may trace their names while waiting for lunch.

Scraps — Wallpaper scraps can be used for collage activities.

Aesthetic Appreciation — In order to expand vocabulary, the class may touch, view, and discuss wallpaper patterns.

Large Fruit Cans

(from the school lunchroom) — Wash well, and check for smooth rims.

Toy Containers — Label container with picture and name of toy.

Gifts — Children can cover the cans with fabric, wallpaper, or paint.

Paint Caddy — Three small paint containers and brushes can be put inside the large can. It will help prevent spills during table or floor painting.

Cardboard Trays

(from the lunchroom)

Sorting Game — Children follow the teacher's directions. In the trays, they arrange small articles according to size, shape, and color.

Touching Trays — Individuals select items to represent each tactile category (e.g., soft cotton ball, hard wood, sticky paper, rough sandpaper, smooth satin). Children paste their own sets on trays.

Egg Cartons

Pair Game — Glue a different small article in each compartment (e.g., bean, pasta, button, etc.). Blindfold a child and have the child find a match with a loose article.

Arts and Crafts — Combinations of egg carton sections can be experimented with to create baskets (4 sections), flowers, animals (caterpillar = 6 sections, ladybug = 1 section).

SECTION III: INSTRUCTIONAL APPROACHES AND STRATEGIES

LANGUAGE, LITERACY, AND CULTURE

The goals of a literacy-rich classroom are for children to (a) become lifelong readers and writers, (b) develop language by listening and talking, and (c) develop an understanding of and respect for the cultural backgrounds and linguistic diversity of the children in the class. In order for children to reach these goals, teachers plan exciting and challenging activities that integrate listening, speaking, reading, and writing into the child's everyday life.

During the past decade, there has been a shift in focus from "readiness" for reading and writing to emergent literacy. Readiness implied that at a specific point in time children would begin to learn to read and write. Through observing and recording the literacy activities of young children, parents, teachers, and researchers have found that literacy development is part of a continuum. Children develop knowledge and skills at a very young age which continue to develop and expand during the early childhood years.

Children arrive in first grade at varying levels of literacy development. Some children can read environmental print and write words using invented spelling. Others may be able to recognize text from nursery rhymes or books which have been read to them. Some children may be able to recite poetry they have heard. The first grade teacher who establishes a literacy-rich classroom will enable each child to build upon and develop the early understanding brought to school.

For literacy to emerge, children need to become immersed in a literacy-rich environment which adults support their efforts. In this environment the concept of "readiness" will be supplanted by holistic strategies for supporting literacy. A classroom rich in literacy experiences will help children of diverse cultures to share their own languages and learn the languages of others.

Reading and writing should be approached as outgrowths of the innate human desire for communication. Children are naturally motivated to develop literacy skills as they experience the pleasure of being read to, as they hear stories that are relevant to their backgrounds, and as they observe people around them reading and writing.

A program which values language as communication and encourages children to express themselves verbally provides a strong foundation for developing reading and writing skills. An atmosphere of acceptance and respect for the child's home language is essential in the multicultural classroom.

Program activities are geared to children's developmental levels, individual needs and interests, and diverse learning styles. Although children learn through different modalities and at different rates, communication skills are extended and positive attitudes enhanced. This occurs when children:

- recognize that there are different ways of saying the same thing.
- listen to others' viewpoints and feel free to express their own.
- share experiences and feelings that are similar to those of others.
- become familiar with many stories and folktales — an activity that presents opportunities for various follow-up strategies.

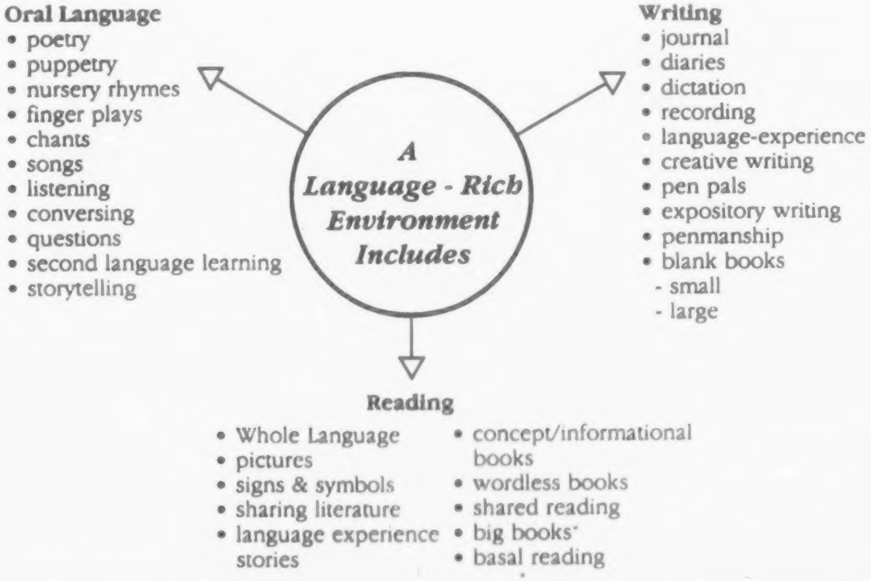
In a literacy-rich classroom, the teacher sets the stage for children to develop and expand their literacy strategies and skills by:

- helping children apply the emergent reading skills that they already have.
- creating an attractive, inviting reading area that demonstrates how reading and books are valued. This area should have

a comfortable place to sit and a variety of books that are well cared for, neatly and attractively displayed, and easily accessible to children.

- setting up a Listening Center with books and related records and tapes. Children can listen individually, or two or three children can listen and look at books together.
- introducing children to literature rich in language and meaning:
  - — selecting books to read which reflect the cultural diversity in the classroom.
  - — reading to children every day as a shared, whole-group experience.
  - — reading to children in small groups, whenever possible, to provide individual attention and a feeling of closeness. In this way, children can see connections between the print and the words they hear.
  - — helping individual children select books based on their interests.
- making reading times relaxing and enjoyable experiences.
- communicating the teacher's own pleasure and enjoyment in reading.
- immersing children in a "print-rich environment" (a classroom filled with all kinds of print media, including children's own writing, dictated writings, materials printed by the teacher, and a wide variety of commercial print materials).
- promoting writing through the use of writing centers, journals, diaries, dictation and writing for meaningful reasons.
- creating learning centers where oral language and conversations can flourish.
- introducing children to poetry, songs, chants and nursery rhymes.

Focusing on meaningful experiences and meaningful language rather than on isolated skill development allows teachers to build instruction on what children already know about oral language, reading, and writing. This respect for the language the child brings to school helps to ensure feelings of success for all children. Using materials that are familiar provide children with a sense of confidence in their ability to learn. Making parents aware of the reasons for establishing a literacy-rich environment, and providing them with ideas for activities to use at home, will ensure that children will have the opportunity to communicate what they know, think, and feel. A language-rich environment includes:


A Language - Rich Environment Includes
Oral Language
• poetry
• puppetry
• nursery rhymes
• finger plays
• chants
• songs
• listening
• conversing
• questions
• second language learning
• storytelling
Writing
• journal
• diaries
• dictation
• recording
• language-experience
• creative writing
• pen pals
• expository writing
• penmanship
• blank books
- small
- large
Reading
• Whole Language
• pictures
• signs & symbols
• sharing literature
• language experience stories
• concept/informational books
• wordless books
• shared reading
• big books
• basal reading

ENCOURAGING ORAL LANGUAGE

Young children learn language by using it in meaningful ways. They need classroom experiences which will encourage them to try out the language they are acquiring. Children need time to talk to each other and to adults. The second-language learner needs additional opportunities to practice new words and sentence structures in a variety of contexts.

Language learning is an active process which helps youngsters to communicate their thoughts to others, find out about their world, ask questions and interact socially.

The teacher plays an active part in planning activities which encourage and support oral language development.

The teacher serves as a facilitator:

- modeling appropriate language patterns
- encouraging conversation
- asking questions
- giving children ample time for verbal expression
- helping children listen to each other
- using nonverbal responses (a smile, a nod) when necessary
- inviting children to ask questions
- encouraging children to find their own answers
- encouraging language that is free of sexist stereotypes.

Language development is essential to the intellectual growth of six-year-olds. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process. In order to use language and develop concepts, children need something to talk about. Through a planned curriculum and many stimulating classroom experiences, the teacher encourages children to use language and concepts.

Positive attitudes are fostered in the literacy-rich classroom. Teachers can provide many opportunities for children to become successful participants in literacy development. Experiences which are functional, appropriate, and related to language and literacy evolve through a variety of natural contexts such as themes, children's personal experiences, and exposure to literature that reflects the cultural diversity of the classroom and community. These activities stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others.

EXPANDING CHILDREN'S COMMUNICATION SKILLS

Young children exhibit a wide range of communication skills as they enter first grade. The teacher's responses can greatly affect attitudes toward school, as well as oral language development.

Teachers can help children develop competence and confidence in their expressive language skills by:

- showing respect for the home language.
- being aware that some terminology in home or regional dialects may differ from "school talk."
- valuing communication.
- listening carefully to children and expressing genuine interest in what they talk about.
- responding sensitively and constructively to children's efforts.
- sharing their own thoughts, feelings, and experiences with the children.
- praising and reinforcing children's attempts.

Teachers can help develop and enrich children's oral language skills by providing many interesting experiences and activities in the classroom for them to talk about. Children should be encouraged to talk with

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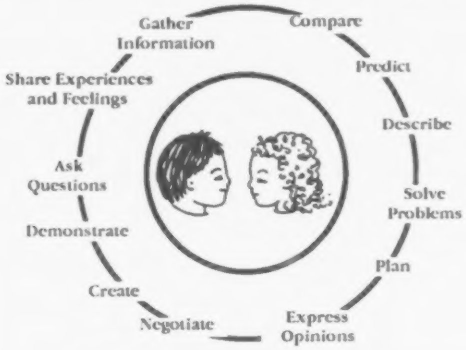
each other and with teachers as they work. These are opportune times for youngsters to foster understandings of one another as they:



In the Multicultural Classroom
"Child Talk" Fosters Positive Understandings.

NURSERY RHYMES

Children of all cultures and generations have enjoyed nursery rhymes. Nursery rhymes help youngsters develop early listening and speaking skills. Learning nursery rhymes provides second language learners with a chance to engage in non-threatening oral language activities. As the teacher repeats the rhymes, children can join in when they feel comfortable. Words that are new to the children can be discussed. Children may take turns acting out some of the rhymes.

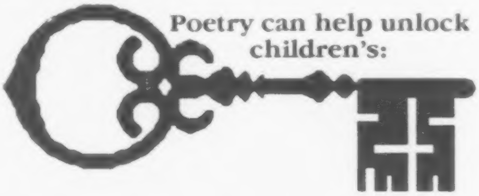
First graders enjoy the language and rhyme of nursery rhymes because:

- they are easy to follow.
- they are fun to say.
- they are easy to remember.
- the language rhymes.
- they are rich in imagery.
- they allow for group participation.

POETRY

> *Why take time for poetry? Primarily, to develop a generation of children who thoroughly enjoy poetry and who can and do interpret it for themselves. But more than that, poetry can become a shining armor against ugliness, vulgarity, and brutality. The miracle of poems is that they take many experiences of the child's world and give them a new importance, a kind of glory that they did not have when they were just experiences.**

Children manipulate and play with language in much the same way that they play with water and blocks. They delight in the sounds of words, in the rhythm and rhyme of phrases and sentences. Imagery and metaphor create pictures in the mind as children deepen their understanding of themselves and their immediate world of reality and fantasy.



Poetry can help unlock children's:

- feelings of pride.
- respect for others.
- understanding of the universality of feelings, thoughts, and experiences.
- development of a framework in which to embellish language.
- new-found ways to express emergent ideas.
- enriched vocabulary.
- ability to acquire and integrate syntactic and semantic patterns.
- enhanced thinking processes.
- appreciation for the beauty and diversity of language.

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* Adapted from *Time for Poetry*, May Hill Arbuthnot (New Jersey: Scott Foresman and Company, 1959).

Poetry has great appeal to youngsters. The unique sound patterns and melodies of poetry invite children to join together in recitation. Poems can be used at various times during the school day:

- when transitions occur.
- at arrival and dismissal times.
- before snack time.
- to introduce a new concept.
- to enrich an activity.
- as a read-aloud activity.

Children can be encouraged to write their own poetry, either as a whole-class or small-group experience. They can change the rhyming words of a familiar poem create new verses to recognizable rhythmic patterns, or use their own names to create original verses.

> Mary, Mary turn around,
> Mary, Mary touch the ground.
>
> Jaime, Jaime reach up high,
> Jaime, Jaime touch the sky.

Whether by alliteration, substitution, or rhyming, teachers can open up a whole new world by reading and integrating poetry into the curriculum.

PUPPETRY

Puppets help children to express their creativity, develop language and communication skills, and find enjoyment in early learning activities. When children make puppets, they share materials and ideas, and work together to manipulate them and give them voice.

Puppets are "magical." Children bring puppets to life when they talk to them, talk with them, and talk for them. Anything inanimate can become real in the imagination of a six-year-old. For the first grade teacher, puppets are unique educational resources which provide motivation for children at minimal cost. A puppet-making area in the Art Center can contain "found" materials and supplies for ongoing puppet projects.

Puppets allow teachers to:

- stimulate interest and focus children's attention.
- provide props for storytelling.
- help children develop listening skills.
- encourage communication by second language learners.
- model proper speech patterns.
- invite the shy child's participation.
- ask children to dramatize and retell stories.
- enliven lessons.
- help children to express anxiety or stress.
- provide opportunities for positive social development.

The versatility of puppets is unlimited. Puppet activities can be integrated into all areas of the curriculum. A paper-cup bird puppet may be part of the Science Learning Center or may be a harbinger of spring. A life-sized doll puppet may be used to build children's self-esteem or may act as a "person" in the Block Center. Children can use paper-plate puppets as animal characters to create original stories or to retell familiar ones.

Language learnings are shared when children engage in informal conversations with their puppets. In the multicultural/multilingual first grade, puppet people share cultures as they speak and sing songs in the home languages of the children in the class. Puppets can be dressed and decorated with clothing representative of the diverse cultures in the group. They can be given names similar to those of children's family members.

Puppets provide a wonderful medium for self-expression and offer teachers insight into the emotions and attitudes of the children. As children lose themselves in their puppet characters, they become less self-conscious and can take risks they might otherwise avoid.

Appropriately used, puppets can have a positive influence on children's cognitive and affective development. The creative teacher will find many ways to use puppetry in the children's ongoing experiences.

Fingerplays, Rhymes, Songs, and Chants

The enriched curriculum includes a variety of rhythmic and language activities designed to support and encourage the spontaneity and the expressive characteristics of young children. Children are eager learners who become totally involved in activities that are meaningful and appropriate. The role of the teacher is to plan experiences which support all areas of the child's development in a holistic and natural manner.

An enriched curriculum:

- links language and literacy in appropriate ways.
- encourages sharing and participation.
- utilizes an interdisciplinary approach.
- incorporates a multicultural perspective.
- values the home/school partnership.

Fingerplays, songs, rhythms, and games are vital components of the first grade classroom. As children recite rhymes, and move their bodies to music and verse, they develop skills in enjoyable ways. Fingerplays are first steps toward encouraging children to express themselves creatively. This early dramatic technique leads to concrete experiences, while providing opportunities for the children to develop fine and gross motor skills. They can respond spontaneously and naturally by:

clapping
tapping
spinning
twirling
jumping
walking
galloping
tip-toeing
marching
stamping
nodding
skipping
hopping
wiggling

Singing together enhances socialization and encourages youngsters to grow academically while having fun. Young children love to sing, and family members or community volunteers often serve as resources for introducing songs or games from their own cultures and backgrounds. Games serve to incorporate past experiences into present learning situations, giving new life to yesterday's traditions. Members of the school staff are frequently helpful in this regard as well.

First grade children use their imaginations as they participate in rhythmic movements. Whole-body activities help youngsters learn about spatial awareness as they improve their coordination through a variety of physical activities. As children jump, skip, run, and play together, they improve their coordination and develop large and small muscle control.

The following pages represent a rich variety of multicultural and traditional fingerplays, songs, rhythms, and games. The introductory sentences provide the focus for each set of activities.

FINGERPLAYS

Con Las Manos/With the Hands

(Spanish)

Con las manos
Aplaudo, aplaudo, aplaudo
(Clap hands three times)
Y ahora las pongo
En mi regazo
(Fold hands in lap)
With my hands
I clap, clap, clap
(Clap hands three times)
And now I lay them
In my lap
(Fold hands in lap)

Transition

Changing from one activity to another, or moving from one area of the room or building to another, can be difficult for young children. Fingerplays and songs provide direction and order for such activities in a positive fashion.

Where, Oh, Where Are All the Children

(Sung to the tune of the "Paw-Paw Patch")

Where, oh, where are Tanya and Roberto?
Where, oh, where are Gilda and Kim?
Where, oh, where are Lamar and Nancy?
Coming to meet me over here!

I see Samantha, she is coming.
I see Anthony, he is coming.
I see Lorraine, she is coming.
Coming to hear a story now.

Children rise one by one from their seats to meet their teacher in an area of the room where they will be seated on the floor to hear a story.

A walking song can help children walk on a line with partners through the school building. The teacher's singing directions softly, alone or with the children, maintains children's attention and cooperation and is far more desirable than saying "Stay in line," "No talking," "Stand up straight."

Walking Song

(Original Song: "Let's Go Walking, Walking, Walking")

Let's go walking through the hall.
Everybody's walking tall now, quietly.
Everybody's walking through the hall.

Variations:

Everybody's walking to the bathroom.
Everybody's walking to the library.
Everybody's walking to the gym.

Reinforcing Concepts

Concepts introduced at activity time cannot be internalized unless there are frequent opportunities for reinforcement. One excellent method of reinforcing a variety of concepts is through the use of fingerplays and songs. A fingerplay that may be used for this purpose is:

Up to the Ceiling

Up to the ceiling,
(Raise both hands up toward the ceiling.)
Down to the floor.
(Lower both hands down toward the floor.)
Left to the window
(Raise each arm as you say it.)
This is my right hand,
(Twirl hands in circular motion in front of you).
This is my left hand,
Reach for the sky.
Right hand, left hand,
Twirl them around.
Left hand, right hand,
Pound, pound, pound.
(Make fists and hold one fist over the other and pound like a hammer.)

Developing Oral Language

Some children entering first grade may be hesitant to speak as individuals in a large group situation. This is particularly true for children whose primary language is not English.

Fingerplays provide opportunities for every child to join in group recitals and hand movements anonymously. As children recite familiar fingerplays on a daily basis, confidence grows along with language facility.

The Eency, Weency Spider

The eency, weency spider went up the water spout.
(Fingers together — climbing thumb to finger.)
Down came the rain and washed the spider out.
(Spread fingers lifted then falling.)
Out came the sun and dried up all the rain,
(Big circle with arms rising from waist.)
And the eency, weency spider went up the spout again.
(Repeat climbing action.)

I Wiggle My Fingers

I wiggle my fingers.
I wiggle my toes.
I wiggle my shoulders.
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

Clap Your Hands Together

Clap, clap, clap your hands,
Clap your hands together.
Clap, clap, clap your hands,
Clap your hands together.

Shake, shake, shake your hands
Shake your hands together. (etc.)

Roll, roll, roll your hands, (etc.)

Rub, rub, rub your hands, (etc.)

Wave, wave, wave good-bye,
Wave good-bye together.
Wave, wave, wave good-bye,
Wave good-bye together.

Certain fingerplays require children to recall events in sequence. Among these are:

Five Little Pumpkins Sitting on a Gate

Five little pumpkins sitting on a gate,
(Five fingers extended, one for each pumpkin.)
The first one said, "Oh my it's getting late."
(Wiggle thumb.)
The second one said, "There are witches in the air."
(Wiggle index finger.)
The third one said, "Oh we don't care."
(Wiggle middle finger.)
The fourth one said, "Let's run, let's run."
(Wiggle fourth finger.)
The fifth one said, "We're ready for some fun."
(Wiggle pinky.)
Oooooo went the wind, and out went the lights,
And the five little pumpkins ran out of sight
(Wiggle five fingers in "running away" fashion, hiding behind back.)

Variation:
Five Children Sitting On Five Chairs

Number one looks at watch.
Number two points to the air.
Number three says "Oh, we don't care."
Number four makes a running motion.
Number five rubs hands in anticipation.

(At the last part, all five children run and hide behind their chairs.)

Jenny or Johnny*

Jenny works with one hammer,
(Pretend to hammer with one foot)
one hammer, one hammer
Jenny works with one hammer,
Then she works with two.
(Hold out 2 fists)
Jenny works with two hammers
(Hammer with 2 fists)
two hammers, two hammers
Jenny works with two hammers
Then she works with three.
(Hold out 2 fists, 1 foot)
Jenny works with three hammers
(Hammer with 2 fists, 1 foot)
three hammers, three hammers
Jenny works with three hammers
Then she works with four
(Hold out 2 fists, 2 feet)
Jenny works with four hammers
(Hammer with 2 fists, 2 feet)
four hammers, four hammers
Jenny works with four hammers
Then she works with five.
(Hold out 2 fists, 2 feet, head)
Jenny works with five hammers
(Hammer with 2 fists, 2 feet, head)
five hammers, five hammers,
Jenny works with five hammers
Then she goes to sleep.
(Close eyes, rest head on hands and place at side of face.)

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* From: Mary Miller and Paula Zajan, *Finger Play: Songs for Little Fingers* (New York: G. Schirmer, 1955), p. 1. Permission pending

The teacher of the multicultural first grade can include fingerplays from other nations to celebrate and share diversity in the classroom.

Tortillas

(This is a hand-clapping fingerplay.)

Tortillas, tortillas,
Tortillas for my mother.
Tortillas, tortillas,
Tortillas for my father
Tortillas, tortillas,
Tortillas for my brother.
Tortillas, tortillas,
Tortillas for me!

This is how children play the game in Mexico:

Tortillas, tortillas,
Tortillas para mama.
Tortillas, tortillas,
Tortillas para papa.
Tortillas, tortillas
Tortillas para hermano
Tortillas, tortillas
Tortillas para mi!

In Japan, children listen to the words of this fingerplay and point to each part of their face with both hands.

Nose, Nose, Nose, Mouth

Nose, nose, nose, mouth;
Mouth, mouth, mouth, ears;
Ears, ears, ears, eyes.

(Repeat once.)

This is how children say it in Japan:

Hana, hana, hana, kuchi;
Kuchi, kuchi, kuchi, mimi;
Mimi, mimi, mimi, me.

(Repeat once.)

Kye Kye Kule (Chay Chay Koo-lay)

This is a singing game that children play in Ghana. In it, children sing and do what the song tells them to do. At the end they jump up and clap their hands.

Teacher: Hands on your head!
Children: Hands on your head!
Teacher: Hands on your shoulders!
Children: Hands on your shoulders!
Teacher: Hands on your waist!
Children: Hands on your waist!
Teacher: Hands on your knees!
Children: Hands on you knees!
Teacher: Hands on your ankles!
Children: Hands on your ankles!
Teacher: Hands on your ankles. HEY!
Now let's try it a little faster.

(Repeat song)

This is how children sing the song in Ghana:

Teacher: Chay chay koo-lay.
Children: Chay chay koo-lay.
Teacher: Chay chay koe-fee sna.
Children: Chay chay koe-fee sna.
Teacher: Koe-fee sa lahn-ga.
Children: Koe-fee sa lahn-ga.
Teacher: Kay-tay chee lahn-ga.
Children: Kay-tay chee lahn-ga.
Teacher: Koom a dyan-day.
Children: Koom a dyan-day.
Teacher: Koom a dyan-day. HEY!

In the Ring

(Adapted from a singing game children play in the West Indies.)

Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Show me a motion, Show me a motion.

(Repeat verse as children perform the motion demonstrated by the child in the ring)

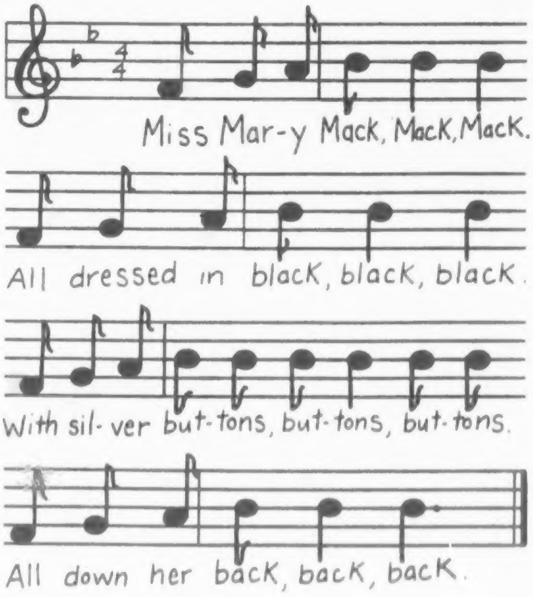
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
Daniel is in the ring,
Tra-la-la-la-la,
He looks like a sugar and a plum, plum,
plum
Plum, plum!

Oral language may be used to encourage various body movements. Children respond individually or together as they sing these chants.

Rope Rhyme*

Get set, ready now, jump right in
Bounce and kick and giggle and spin
Listen to the rope when it hits the ground
Listen to that clappedy-slappedy sound
Jump right up when it tells you to
Come back down whatever you do
Count to a hundred, count by ten
Start to count all over again
That's what jumping is all about
Get set, ready now
jump
right
out!

Miss Mary Mack


Miss Mar-y Mack, Mack, Mack.
All dressed in black, black, black.
With sil-ver but-tons, but-tons, but-tons.
All down her back, back, back.

She asked her mother, mother, mother
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Go jump the fence, fence, fence.

She jumped so high, high high
That she reached the sky, sky, sky,
And she never came back, back, back,
Till the fourth of July, ly, ly.

From: *Honey, I Love*, by Eloise Greenfield.

EMERGENT WRITING

> Children want to write. They want to write the first day they attend school. This is no accident. Before they went to school they marked up walls, pavements, newspapers with crayons, chalk, pens or pencils ... anything that makes a mark. The child's marks say, "I am."
>
> — Donald H. Graves, *Writing: Teachers & Children at Work*

In the literacy-rich classroom, children can express their dreams, hopes and cares in another voice and medium. As teachers observe children at work putting their thoughts down on paper, they gain insight into the cognitive process and literacy development of the youngsters.

The emphasis in writing has moved away from copying appropriate letter forms, and toward stimulating children to use their knowledge and skills to become literate members of society. The teacher's role is to provide an environment full of writing and related language experiences which nurture this emergent form of expression.

Inviting children to write is a key activity for emergent literacy in the first grade classroom. Writing is developmental. As they play with letters, sounds, words and sentences children are attempting to express and extend their thoughts and ideas.

First grade teachers may promote early literacy by inviting children to:

- write their names and the names of other children
- copy print in the environment
- practice writing alphabet letters
- dictate sentences to others to write for them
- write picture or rebus stories
- contribute ideas to language experience stories
- write during play
- create class or group books
- write captions for artwork
- compose original poems
- write stories about themselves
- respond in writing to stories they have read/heard
- use an expository style — write to tell about a science/social studies topic
- make entries in daily journals
- record experiments in learning logs
- communicate with pen-pals and others in letter form
- create original shape books, accordion books, or pop-up books
- create a photo essay

In the literacy-rich environment, teachers understand and encourage children to move forward in developmentally appropriate ways. Written language becomes part of all the activities that occur in the classroom. Writing provides the foundation upon which children build early skills such as the ability to monitor their own reading and writing, to comprehend letter/sound relationships, and to construct meaning from print.

STARTING OFF

Writing can begin on the very first day of first grade. When children are handed paper and a pencil and are told they can draw and write, they believe they can. Although many children come to school with some understanding of sound-symbol relationships, more often children's first writings will be pictures and drawing. They need time, materials, and encouragement!

Children and teachers need to develop routines governing the use of writing materials. Materials should be accessible, and the children should be able to use them independently. Scissors should be available so children can revise and edit their work. There should be various kinds of paper and materials such as markers, blank books, computer paper, note pads, and clipboards for children to work with. Work in progress can be placed in a file folder, manila envelope, bag, shoe box, or on a clothesline. After being displayed, completed work or work to be completed at a later date can be kept in individual story folders that are saved in order to assess the developmental stages of writing that have been achieved.

Teachers and children can brainstorm different topics about which to write. The teacher may list the ideas on an experience chart to be left in the writing center at all times. Additional items can be added to the list as themes are explored and the school year progresses.

INVENTED SPELLING

As children write, they display the linguistic principles they are exploring. Beginning first graders do not have many words in their visual memory and they therefore invent other writing strategies. Their choice of letters is not always correct, but it is logical. Some children will look at the alphabet chart, while others refer to picture dictionaries. Most children will try to sound out words.

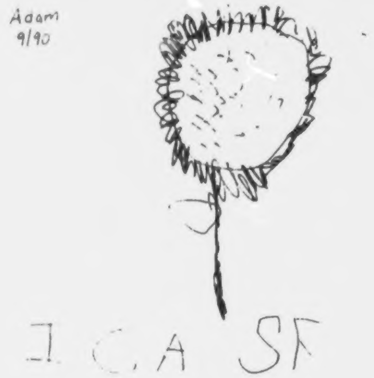
Children's use of linguistic strategies should be celebrated as early indications of literary skills. The natural progression of commonly used spellings found in the writing of youngsters includes:

- matching the sound of a letter's name to the sound the child is trying to represent (C=See).
- having the names of letters take the place of whole words (U R Mi Frd = You are my friend).
- relying heavily on initial consonant sounds (P B = peanut butter).
- relying on initial and final consonant sounds (K K = cake).
- sounding out words first, stretching them out to include the medial consonant sounds (K P T R = computer).
- relying on vowel sounds that are heard (WAT = what).
- using visual images rather than sounding out; remembering the letters in the word but not the sequence (DGO = dog).
- invented spelling (phonetic).
- conventional orthography (mom or dad).

With exposure to and experience with many kinds of literature, first graders eventually begin to learn other writing conventions: where words belong on the page (left to right progression), spacing between words, use of oversized print for emphasis, capitalization, etc. Soon they learn how to use exclamation points and quotation marks, and their use is adopted by other children.

The issue of correcting spelling errors is controversial. If concern for spelling competes with concern for content, children will continually have to stop themselves in their writing, and they will lose track of what they want to say. It is much better to encourage children to become confident writers who value the expression of ideas rather than to cause them to feel threatened about spelling incorrectly. Children can learn to edit their stories when they are done; corrections and publication can be considered at another time.

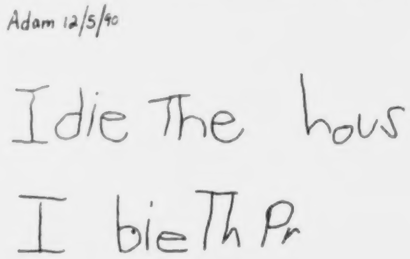
During the writing process, Adam drew a sunflower and wrote: "I See A Sunflower."



Adam
9/90

I C A SF

After building with the blocks, Adam chose to write "I did the house. I did the park."



Adam 12/5/90

Idie The hous
I bieTh Pr

During the writing process, Adam looked through magazines and chose to cut out and paste a picture of a dog. Then he proceeded to write about his black and white dog named Buttons.

Adam
3/6/91

I Like The dag.
He iS good to Me
and He iS the dag
I Love The dogs name
iS BTTnS
BTTnS iS BlaK and WIT

THE TEACHER'S ROLE IN THE WRITING PROCESS

Classroom activities build upon and encourage children's emergent writing and the reading that takes place during writing. In order for teaching activities to be developmentally appropriate, teachers may begin by encouraging children to read and write freely without formal instruction. Children's use of various forms of writing will be uneven and sporadic. They often use various forms of writing (drawing, letter strings, invented spelling, conventional orthography), depending on the nature of the task at hand. One form may be used for several weeks, abandoned, and then used again. Good classroom instruction will encourage children to move on in their development rather than pushing or pressuring them. The first grade teacher can accomplish this by:

- demonstrating a love of writing.
- keeping ongoing records of children's written work.
- having brief conferences with each child on work-in-progress.
- encouraging children to review and edit their stories.
- encouraging children to use a variety of media.
- giving writing lessons using the children's writing samples.
- providing time for children to share their stories with the class.
- using individual journals or work folders.
- taking dictation.
- helping children publish completed work.

STORY WRITING

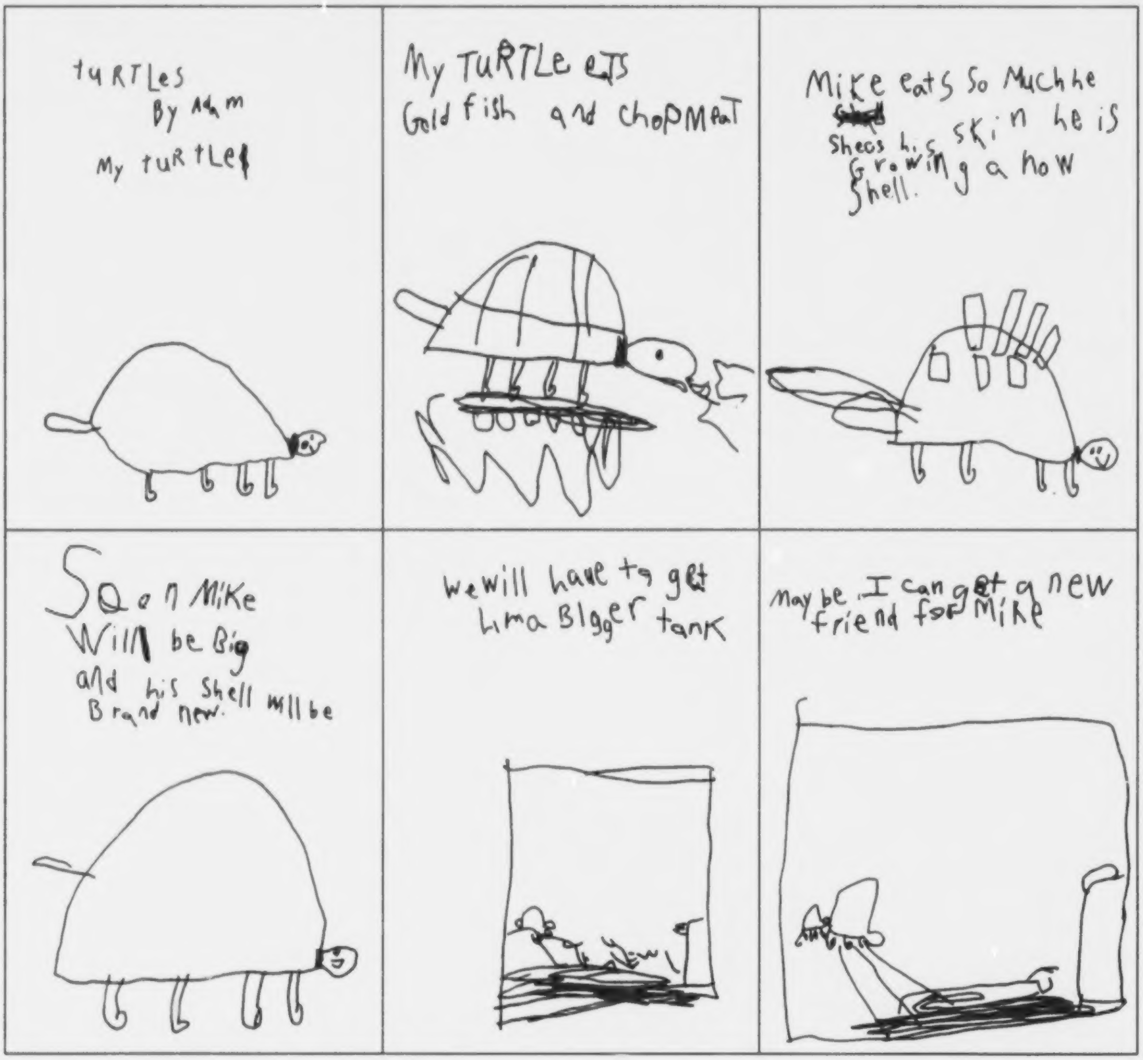
When children are invited to write their own stories using many forms, from scribble to conventional spelling, they often compose texts that have many aesthetic qualities. When they reread their texts to others we can hear rhythm, rhyme, repetition, and emotion. They focus on meaning and content more than on handwriting and graphics. Often they repeat the same composition over and over again. Writing and reading occur throughout the entire day and are woven into all activities.

The first grade teacher can invite a child to write by stating: "Write me a story about something exciting that happened to you"; or "Write a letter to your mother." Children may then be asked to read what they have written.

Writing should be done daily and should be followed up with related activities. Children can share their stories with the teacher or in groups with the other children. Children like to see their work displayed, but they also like to take it home. As the year progresses, teachers can vary what children do with their work, but they should always honor it in some way. Some teachers keep writing folders, others "publish" some pieces, and others display writing on bulletin boards or clotheslines.

BOOK CONSTRUCTION

Construction of books can be an interesting and exciting activity. Blank books can be purchased or made with available materials. Children can work individually or in pairs in


tuRTLes
By Adam
My tuRtLes
My TuRTLe eTs Gold fish and chopMeat
Mike eats So Much he ~~Shed~~ Sheos his Skin he is Growing a now Shell.
Soon Mike Will be Big and his Shell will be Brand new.
we will have to get him a Bigger tank
maybe I can get a new friend for Mike

developing ideas for stories, drawing pictures, writing text, taping pages together, and developing story structures. Characters and story lines may constantly change until the final version is completed. The children can work on a book for days, embellishing it, changing it or rereading it. Children can even bind and choose covers for their own books. When children are satisfied that their book is complete, they can present it to the classroom or a group. This rewards them for their work and clarifies why writing is important.

Teachers can expand storybook time to include child-authored as well as adult-authored books. Pockets for sign-out cards can be placed in books for children who wish to borrow them.

There are many ways for children to publish and there are different forms of publication. Books in different sizes and shapes can be made out of pre-cut paper and cardboard or can be pre-assembled and used if desired. Cumulative books can be based on a particular theme of interest in the classroom. A class yearbook may include contributions of each child in the class. Sometimes two children will work on a book together.

BEST COPY AVAILABLE

LETTER WRITING

In literacy-rich environments the children can write to others in their own way. A classroom post office can be set up and stock phrases and formats posted so that children can write letters, notes or greeting cards to one another. Letter writing can be a major part of literacy development because children are writing to real people.

Pen-pal letter writing is another form of communication with others. Children can have pen-pals within the classroom, in other classrooms in the same school, or with different schools. Teachers can work cooperatively in setting up a writing schedule.

Invitations to special events can be created and sent out to invite guests to the classroom. The invited persons could listen to readings of original or published storybooks. In this manner, teachers can engage children to take an active part in the writing process.

LANGUAGE EXPERIENCE AND DICTATION

There are several techniques for using dictation. Sometimes dictation is an outgrowth of emergent writing. Teachers can write down what the children say as they read their pieces. Children can also be asked to dictate, as in the traditional language experience approach. Teachers, following this approach, use dictation as another form of writing. Dictation is used to record a group activity or as the culmination of a unit, theme, or shared reading experience. In this way, children get to read what they have said and to attend to print. Often, language experience charts are expository and contain informational writing.

Language Experience Chart Generated During Unit on Five Senses

Popcorn, Popcorn
In the bag — soft, slow sound.
On the fire — hard, fast sound.
On the fire — popping, popping, popping.
In the mouth — crunchy, crunchy sound.
Popcorn, Popcorn

NAME WRITING

Writing their own name is an important way for children to show ownership of their work. Teachers should encourage the children to write their own names on their belongings and on their work. If name writing is allowed to develop in this manner, rather than with name cards taped to desks and dittos used for tracing, most children will be able to write all or part of their names correctly by the end of the year.

Teachers will notice that children not only write their own names, but also read and write the names of other children. This information can be used by children for purposeful reading and writing, such as addressing greeting cards, writing to pen-pals, and writing in diaries. It is also useful in the library center to identify who checked out a book.

HANDWRITING

In a literacy-rich environment, handwriting skills will emerge naturally. Tracing letters and handwriting drills are not essential because letter formation emerges while children write. Handwriting instruction can be introduced as a special unit — after children are proficient in writing on their own — to help with any problems or to encourage better letter formation.

Some children will need instruction in penmanship. Small group lessons suited to individual needs can take place either at the chalkboard or at tables. Alphabet charts should be visible at the child's eye level. Models of standardized print should be displayed around the room in the form of charts, graphs, labels, and questions. Sample manuscript alphabets can be duplicated for children to take home as a source of reference. The more opportunities children have for writing (not just copying), the more adept they will become. However, time will be needed for specific instruction in the mechanics of handwriting.

Reading and Interacting with Print

The early childhood literacy program must adopt as its foundation a variety of meaningful reading and writing activities. The first grade classroom can be set up to provide these kinds of experiences by using the library, listening, and writing centers; reading daily to children; providing pictures and environmental print; reading trade books; having children take dictation and write stories; and providing directed reading activities.

The focus should be on encouraging children to "be readers" rather than on "teaching them to read." Reading should be an integral part of the overall curriculum and not an isolated area of instruction. Teachers need to generate situations that enable children to use and apply reading in a variety of ways.

First graders can begin to read successfully when presented with a diversity of approaches geared to each child's learning style and needs. These approaches include:

- reading to children.
- "picture reading."
- encouraging children to share their reading experiences.
- using trade books in reading activities.
- using basal readers creatively.

Teachers should be flexible in determining which approaches to use, take charge of their own reading instruction and find innovative materials and ideas which foster early literacy.

THE READING-WRITING CONNECTION

Teachers engage children in many activities involving both reading and writing. When children are engaged in writing tasks, they are always reading. They reread their stories and compositions seeking to derive meaning from their written words and stopping to "fix" and "edit" their own pieces of writing. This gives children opportunities to develop phonic and syntactic awareness as they use inventive spelling and form sentences with punctuation marks.

In order to stimulate children's beginning writing and to create an interactive literacy program, teachers need to be aware of the place of literature in the first grade classroom. When young children are exposed to quality books, they begin to appreciate the beauty of language, which in turn helps them to write.

READING TO CHILDREN

Reading aloud to young children is a simple and natural way to help them develop concepts about written and oral language. Research has shown that early readers are those children who have been read to on a regular basis, and have been exposed to a wide variety of print. The teacher can begin reading aloud to children on the very first day of school.

When teachers, classroom paraprofessionals, other adults, or older children read aloud to first grade children, they become better listeners. They are stimulated by the richness of the spoken word into developing their own oral skills. Their desire to share their experiences increases as the literature relates to their own personal world, creates deeper understandings, and expands upon their backgrounds of knowledge.

The following will prove helpful to those planning to read to six-year-olds:

- Select storybooks with large and colorful pictures.
- Select stories related to the children's interests and backgrounds.
- Select stories which meet the children's level of comprehension.
- Select stories to meet the children's attention span.
- Select stories with action and repetitive language.
- Select stories you like.
- Read the story before presenting it to the children.
- Practice reading the story aloud with variations of tone and stress.

Remember to gather children close by in a story time circle before beginning to read. When reading to the children:

- Show the title, and names of the author and illustrator.
- Provide a brief introduction to the story.
- Relate the story to the children's own experiences.
- Be careful to show the illustrations by turning the pages to face the children. Allow adequate time for the children to look at the pictures.
- Encourage children's questions and responses.
- As the story is read, pause to ask children to make predictions.
- At the conclusion of the story, ask children to think of alternative solutions to the story problem, or different story endings.
- Help children to relate their favorite characters or parts of the story.
- Encourage the children to discuss and retell the story. The retold version can be written on chart paper and then illustrated by the children.

After the book has been read, it may be placed in the Literacy Center where the children can "reread" it or look at the pictures. The books may also be displayed in appropriate learning centers. (A counting book might be placed in the Mathematics Center. A book about trucks could be displayed near the Block Center.)

Children may also respond to stories by using a wide selection of materials such as crayons, paint, puppets, costumes, masks, tape recorders, blank books, or collage trays.

Children like to hear their favorite stories over and over again. Repetition helps them:

- focus on different aspects of the story.
- become more familiar with story events.
- identify with storybook characters.
- predict what will come next.
- talk about the stories.
- gain better understanding of story parts.
- put story events in order.
- increase their range of responses.
- assimilate new vocabulary.
- make connections between the story and their own experiences.

Teachers who read stories to young children stimulate early literacy, give children a "sense of story," and help them develop an appreciation for reading. Children become literate as they enjoy books, retell the stories, and "reread" their favorites.

PICTURE READING

There are several ways to introduce young children to story structure. Picture reading provides a strong foundation for the development of visual literacy. Pictures are fruitful sources of new ideas and experiences and are helpful in developing vocabulary and concepts. Children can analyze and interpret the illustrations, look for details and anticipate the action. Children interpret pictures by:

- enumerating the items in a picture.
- interpreting the details and events shown.
- creating a story suggested by the picture.

Picture files and storybooks are good materials for picture reading. Wordless books and big books, simply and colorfully drawn, can stimulate originality in young children's storytelling. In order to assist first graders in picture interpretation, the following sequence can be used:

- display a large picture suitable for interpretation.
- model picture reading for the children.
- ask children to retell the story.
- probe for:
    - — additions to the story.
    - — where the story might have taken place.
    - — reasons for the behavior of the characters.
    - — possible solutions to the story problem.

Display another picture:

- ask the children to read the picture.
- write their story on the chalkboard.
- ask the probing questions above.

- have volunteers retell the story in their own words.
- have children illustrate the class story, or make individual story booklets.

READING WITH TRADE BOOKS

Reading with trade books is an important part of emergent literacy in the first grade multicultural classroom. Trade books help to meet the common needs of the entire class, as well as the individual needs of each child without the limitations imposed by basal reading programs. They invite young readers to select their own reading materials based upon their interests and levels of reading ability.

Trade books help to enrich and expand upon all areas of the prescribed curriculum. A good individualized reading program seeks to incorporate a diversity of books which can help children to think about attitudes and values as they are exposed to writings about different cultural and ethnic groups.

THE LITERACY CENTER

The Literacy Center is an essential part of the first grade program. The center should contain a large selection of books (at least three for each child) in addition to children's magazines, weekly newspapers, and comics. It is important to include pictionaries, beginning dictionaries, word lists, and concept books related to the content area curriculum. If possible, a simple encyclopedia may be placed in the library area. For beginning readers, cassettes and accompanying books are key elements for success.

Reading materials may be obtained from the school library, book clubs, PTA funds, home collections, or specially funded programs. Big books, small books, nonfiction books, picture books, alphabet books, wordless books, read-alongs, paperbacks, and books of every genre contribute to the excitement of the program.

Books can be categorized and arranged on the library shelves with colored stickers to help children return the books to their proper places. Monitors may be assigned to keep the library in order as children gain familiarity with the books and the organizing procedures.

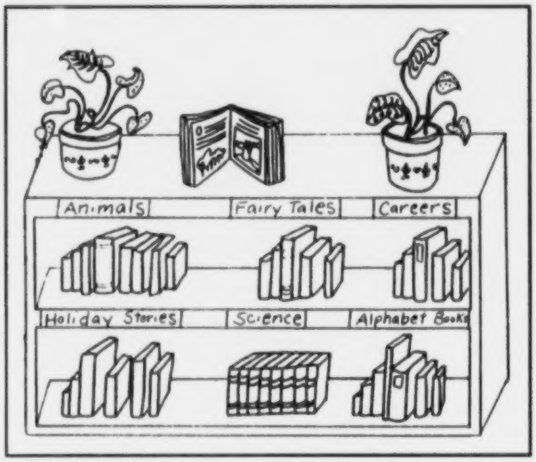


Chart for the Library Corner

Books in our library are arranged by category. Each category has a different color.

Poetry	Yellow
Folk and Fairy Tales	Blue
Animal Stories	Red
Wordless Books	Green
Concept Books	Orange
Holiday Stories	Purple
Alphabet Books	Brown
Theme Storybooks	Pink
Informational Books	White
Audiovisual Materials	Black

Please return your book to its right place.

MANAGEMENT

Establishing routines and keeping records of children's progress are components of reading with trade books. Planning includes teaching children how to:

- select books to read.
- return the books to the shelves.
- work independently.
- read with a partner.
- seek help without disturbing others.
- use the materials in the Literacy Center.

- operate the tape recorder.
- sign up for a conference with the teacher.
- set up and use the reading log.
- practice a skill.
- change activities quietly.

BOOK SELECTION

How do we help children select books which they will enjoy, be able to read independently, and find interesting? This may be done in a variety of ways. One way is for the teacher to model the selection process:

Teacher Says	Teacher Does
"Children, I'm going to show you one way to select a book."	
"I would like to read a book about animals. I will look at some book covers in the animal section of our library. I will read the titles of the books."	*Takes a few books from library shelf and examines the titles and cover illustrations. Selects a book.*
"I think I like this book. Let me look at some pictures on the pages of the book."	*Shows a few illustrations to the class and comments on each as pages are turned.*
"Now I will try to read one of the pages."	*Reads a page aloud making two obvious errors or omissions.*
"I missed only two words on this page and I like the pictures of the elephants and the monkeys. I think I'll read this book."	*Replaces other books on the library shelf. Calls upon a volunteer to model the selection process.*

The teacher and children may develop a chart to serve as a guide for selecting books. The following chart may be placed in the Literacy Center.

How To Choose A Book

1 Read the title and the author.
2 Look at the pictures on the cover.
3 Look at some of the pictures in the book.
4 Read a page of the book
5 Can you read it easily?
6 Do you think you will enjoy it?

To spark children's interest in books, the teacher can preselect a variety of books and briefly introduce each one to the class by presenting a brief summary of the contents and displaying a few of the pictures.

Another way to motivate children to choose books they will enjoy is for teachers to model oral reading. This presents opportunities for teachers to acquaint children with a variety of literary genres, books by different authors, poetry, and concept books which contain stories and information of interest to the children. After the books are read, they may be placed on display in the Literacy Center for easy selection by the youngsters.

THE READING LOG

An important part of reading with trade books is the reading log. The log helps children keep a record of what they have read, learn new vocabulary, and respond to literature in a writing.

Sample Reading Log

My Name ______________________ Date ______________

Book Title ______________________

Author's Name ______________________

Type of Book ______________________

New Words I Learned From This Book:

______________ ______________

______________ ______________

______________ ______________

The Book Was About:

____

____

____

____

My Favorite Picture Was:

____

____

____

My Special Activity Was:

____

____

____

I Liked This Book Because:

____

____

____

Teachers may wish to wait until children can read and write proficiently before beginning to use reading logs. The reading log is divided into two sections. The second half of the notebook becomes a personal dictionary with pages lettered Aa to Zz. As each interesting word appears on the log page, it is written in the dictionary section under the proper letter. Subsequently, sentences may be written under each word on the dictionary pages. Pages of the log may be illustrated with scenes from the story or pictures of story characters. As the term progresses, children may undertake special activities in response to the books read, such as making dioramas, sequence booklets, pop-up books, story strips, or creating mobiles.

The following chart may help the children to make entries in their reading logs:

READING LOG GUIDE

1. What was the book about?
2. Who were the characters in the story?
3. Where did the story take place?
4. What was the story problem?
5. How was the problem solved?
6. What did you learn from reading the book?
7. Did you enjoy the book?

Children need to be taught the skill of using their reading logs many times before they are expected to make entries independently. Eventually, they will be able to recognize story structure, and write their responses in complete sentences.

THE READING PERIOD

The independent reading period may be planned in the following way:

Who	What	How Long
Teacher and Children	Group/ Individual Planning	5-10 minutes
Children	Select books Read Make log entries Work on activities Practice skills	30 minutes
Teacher	Observes Assists individuals Conferences Works with small groups	
Children	Share or report Read selections to class Discuss books Display completed work	10 minutes
Teacher	Acts as facilitator Listens Asks questions Suggests further activities	

HOLDING CONFERENCES

Holding conferences helps teachers to develop a supportive relationship with each child. Plan to spend half of the reading period conferring. Each conference should last from six to ten minutes. The rest of the time can be used for observing and assisting individual children.

A conference does not have to be held each time a child reads a book. A good practice would be to conference for one book out of three. Children need to be taught how to prepare for a conference. They might follow this sequence:

1. Choose a book you like and read it.
2. Be ready to answer questions about the story.
3. Select a part to read aloud.
4. Read it to yourself at least twice.
5. Write your name on the conference list.

The teacher uses the conference to find out:

1. The child's interest in the story.
2. The child's grasp of the meaning.
3. The child's decoding skills.
4. The child's ability to respond to questions about the book.

A conference is used to diagnose, teach, evaluate, listen, share and plan with each child. The teacher can give a mini-lesson, or help the child gain a deeper understanding of the story. The teacher can keep records of each child's performance in a notebook or on index cards noting the books read and the child's strengths and weaknesses. At conference time, the teacher may suggest a special project, or assign a skill task for practice.

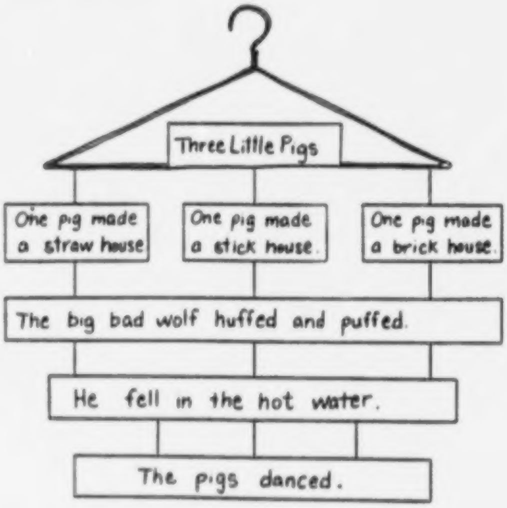
Sample Index Card Record

Child's Name				
Date	**Book/Author**	**Strengths**	**Needed**	**Follow-up Activity**
10/12	Clifford/ Bridwell	Good comprehension	Short Vowels	Paperbag Dog Puppet
10/24	Big or Little? Kathy Stinson	Sense of opposites	Sight Vocabulary	Self-portrait

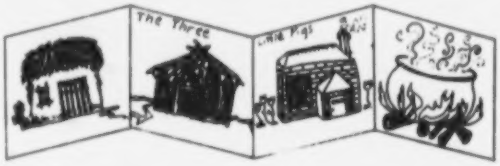
SHARING

Children can share books by displaying art projects, making puppets, retelling a story in sequence, reading favorite parts to the class, making a story map or mobile, or writing letters to the author. As children grow more adept in the program, further sharing activities can be introduced.

Story Mobile


Three Little Pigs
One pig made a straw house
One pig made a stick house.
One pig made a brick house.
The big bad wolf huffed and puffed.
He fell in the hot water.
The pigs danced.

Picture Sequence Strip


The Three
Little Pigs

INNOVATIVE USE OF THE BASAL

Developmental reading instruction introduces children to the joys of literacy as they begin to recognize sight vocabulary, learn decoding skills and gain meaning from print. They see the connection between spoken and written language. It is important for teachers to create a literacy-rich environment in which children can learn to read as naturally as they learn to speak and to write. Basal reading is one method of instruction employed in many first grade classrooms. This approach is widely used because it offers detailed lesson plans for direct instruction and suggestions for teaching and review of reading skills. The directed reading activity used with basal selections may be modified by teachers so that children are taught to monitor their own comprehension by using independent strategies which promote learning and remembering.

Before Reading

Ask children to:

- Activate their prior knowledge by discussing or brainstorming any experiences they may have had which are connected to the topic.
- Predict the content of the selection by looking at the story title and pictures.
- Generate their own questions about what they would like to find out about when the story is read.
- Discuss the genre of the selection.

During Reading

- Relate new information in the selection to their prior knowledge.
- Confirm predictions.
- Clarify questions generated.

After Reading

Respond to generated questions.

- Retell the story.
- Evaluate predictions.

This information may be recorded on chart paper as follows:

WHAT WE KNOW	WHAT WE WANT TO FIND OUT	WHAT WE LEARNED
(prior knowledge)	(pupil-generated questions)	(story summary)

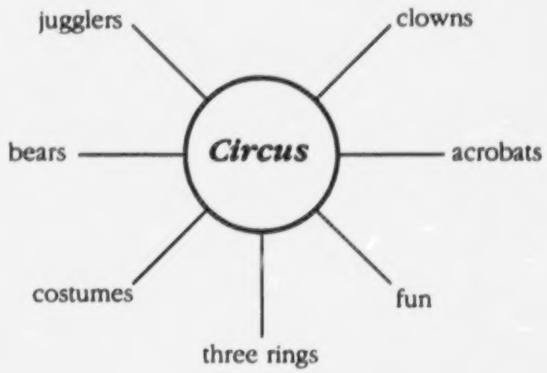
Every first grade teacher should be familiar with the reading skills listed in the Communication Arts Essential Learning Outcomes and should seek to include them in daily skill lessons as the children's specific needs emerge during reading times.

VOCABULARY

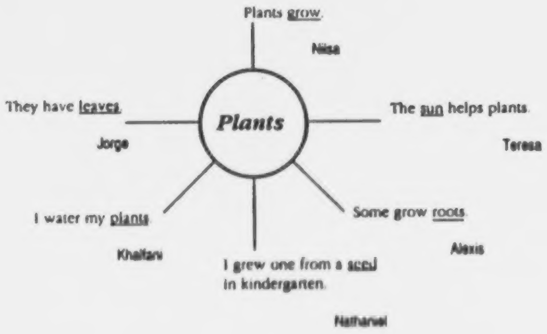
Vocabulary should be developed one or two days before a story will be read in class in order to allow for more fluent reading. Words and definitions can be introduced using webbing. Choose a main idea or theme from the story and have the children tell all they know about that topic. Write what they tell you, underlining the targeted vocabulary. For example:

Children may be shown how to make word webs and concept webs to increase their comprehension of new vocabulary and story text.

Word Web



Concept Web



Vocabulary can be reinforced through games, story boards, and dramatic play. Experience charts may be composed by the children as they make sentences using the new words. Children can be encouraged to write their own stories using the new words, and they may even wish to make their own dictionaries.

READING THE STORY

The children need to feel involved with the story being read to them. This is best done using a motivational technique such as reading the title of the story and recording questions children have about what will happen, or by relating the story to one previously read on a related theme.

Basal readers are useful in that they lend themselves to different styles of reading. Children may read independently, as a small group, with a paired partner, or as a choral presentation. Each approach is valuable in that it serves to enrich the emergent reader's literacy.

If there are different characters in the story, reading group members can be given parts to read or act out. The teacher can use a variety of questions to ask the children about the content. Encourage the children to use pictorial, contextual, and inferential cues. Ask open-ended questions, such as:

- What did this story make you think about?
- When and where does this story take place? How do you know?
- Why is this character important in the story?
- What did you think was the funniest part of the story? The saddest?
- Did the story end the way you thought it would or did it surprise you?
- What special words did the author use to help you see the story? Hear the story?
- Tell the main things that happened in the story.
- If you were this character, would you have felt the same or differently? Would you have done the same things?

Questions should elicit responses related to feelings, problem solving, predicting, and comparing. Ask children if they liked the story and how they would change it. This is a good opportunity to allow the children to write a related story using their own words, feelings, and experiences.

Two simple activities which promote young children's ability to compare and contrast are:

- Choose a character from the story and record how he or she is similar to one of your friends or classmates. What qualities does the character have that you would or would not like to have? Why or why not?
- Fold a sheet of paper in half. On one side draw a picture of your neighborhood; on the other half draw a picture of the setting of the story. Explain any differences or similarities.

The creative teacher will find versatile ways to use basal readers in the first grade classroom. Stories and selections in the reader need not be followed in sequential order from beginning to end. Rather, the teacher may reorganize the contents of the book to choose specific topics during the school year related to:

- themes
- holidays
- particular genres
- biographical information
- content area-related concepts
- poetry

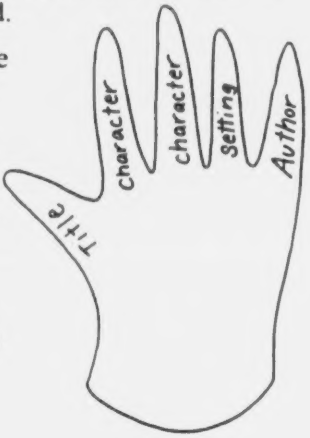
EXTENDING THE SELECTION

Children can respond to basal selections in a variety of ways. They may simply discuss the story concepts, draw pictures of a favorite character, contribute to a group retelling, or engage in a project to extend their comprehension. Some selections will lend themselves to creative dramatics, musical activities, or science experiments as follow-up.

PUPPETS

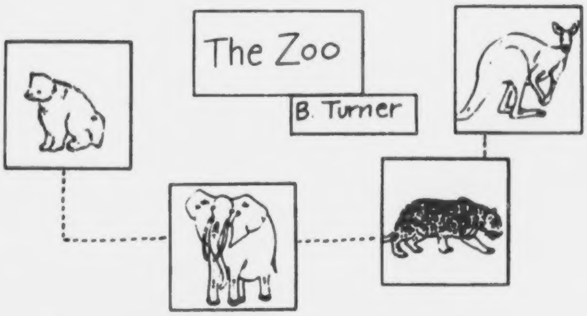
First graders may draw story pictures on paper or felt finger puppets and use them to retell selections read.

Puppets may also be constructed from paper bags, socks, construction paper or craft sticks for story dramatization.



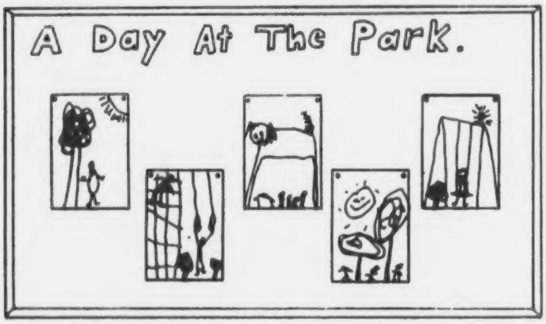
STORY MAPS

Picture story maps are another creative activity which children may undertake:



WALL STORIES

Teachers can mark off sections of the bulletin board to form pages of a book. The children can use these sections to create an original version of the selection read.


A Day At The Park.

PICTURE MOBILES

Children enjoy making story mobiles. They may be constructed from hangers, sticks, dowel rods, or pipe cleaners. The pictures can be attached with yarn or string. The children may draw characters or scenes from the story.

REFERENCE CHARTS

Teachers may wish to develop ongoing charts with the children to use as references throughout the year. As different stories are read by the children, the lists on each chart can be expanded.

CHARACTERS WE HAVE READ ABOUT	SETTINGS WE KNOW	WORDS THAT DESCRIBE CHARACTERS
The Little Red Hen	forest	friendly
Danny Dinosaur	school	sad
Clifford	pond	tricky
Goldilocks	farm	happy

Teachers should aim to produce independent readers whose reading improves over time. Do your readers:

- monitor their own reading?
- search for cues in word sequences, in meaning, and in letter sequences?
- discover new things for themselves?
- cross-check one source of cues with other sources?
- self-correct according to context and picture cues?

There are many ways in which reading can be taught during the school day. It has been found that literacy is more likely to emerge and develop when reading is integrated into the content areas and thematic units of study and when it is connected to writing. With extension activities and the inclusion of related children's literature, the basal can be used in a more holistic approach which can be tailored to the interests and needs of individual children and the class as a whole.

Checklist for a Print-Rich Environment

Names of children are printed carefully and correctly on:
- ☐ Cubbies
- ☐ Artwork
- ☐ Children's projects
- ☐ Attendance chart
- ☐ Job chart
- ☐ Work choice chart
- ☐ Birthday calendar/chart
- ☐ Placemats or name cards for snack time/lunch

Dictation by children (signs, captions, stories, directions, messages) is found on or near:
- ☐ Art work ("That's me and my brother at the park." — Ebony)
- ☐ Block Buildings ("Don't knock it down." — Malik)
- ☐ Photographs ("That's the zoo. I was looking at the zebra." — Sara)
- ☐ Discovery/Science Table ("My shells from Puerto Rico where my *abuelo* lives." — Lisa)
- ☐ Interest areas ("I want to paint tomorrow." — Gianni)

Labels designate where classroom materials belong. (Words should be accompanied by pictures, outlines, or silhouettes representing the objects.) These labels appear on:
- ☐ Shelves
- ☐ Containers
- ☐ Walls/pegboards

Teacher-made Materials include:
- ☐ Daily schedule
- ☐ Weekly calendar
- ☐ Class rules
- ☐ Experience charts
- ☐ Recipe charts
- ☐ Reminders (for example, "We need more tape.", "Next week Frank's mother will help us bake bread.")
- ☐ Notes to parents
- ☐ Words to favorite songs, poems, rhymes, riddles
- ☐ Signs for art displays
- ☐ Signs for materials displayed; such as "Dana's Rock Collection. Which is your favorite?"
- ☐ Interest area signs and instructions
- ☐ News of the day ("Kelly has a new baby brother.")
- ☐ Directions for activities
- ☐ Personal messages

Reference Charts (letters, words, numerals, colors with appropriate pictures or symbols) include:
- ☐ Name chart
- ☐ Alphabet chart
- ☐ Color word chart
- ☐ Charts for the days of the week, months, seasons
- ☐ Weather chart

The Classroom Library includes:
- ☐ Trade books (a variety, including picture books — some with simple texts for beginning readers, ABC books, children's magazines, appropriate reference materials)
- ☐ Books dictated or written by children
- ☐ Teacher-made books with texts composed by the teacher or dictated by children (for example, photographs of children in school or magazine pictures of animals or people doing things)

Print Material in interest areas includes:
- ☐ Science or Discovery Table: reference and story books on themes such as seashore, plants, animals, magnets, shells, rocks
- ☐ Block Area: books, magazine pictures of construction work, machines, vehicles, different kinds of buildings
- ☐ Math Center: number and counting books
- ☐ Writing Center: books by children, commercial print materials, "story starters" (for example, pictures or photographs, some with questions or titles printed by teacher), and collections of words requested by children

Lists are displayed around the classroom. Examples of lists include:
- ☐ "What We Saw at the Firehouse"
- ☐ "Living Things in the Neighborhood"
- ☐ "Songs We Know"
- ☐ "Our Favorite Stories"
- ☐ "Books We Have Read"

Writing Center materials which will stimulate children to create their own stories, messages, letters, notes, captions, include:
- ☐ Assortment of lined and unlined paper
- ☐ Chalkboard/slates
- ☐ Pencils
- ☐ Markers
- ☐ Crayons
- ☐ Chalk
- ☐ Glue/paste
- ☐ Staplers
- ☐ Scissors
- ☐ Stencils
- ☐ Color forms
- ☐ Plastic or wood letters
- ☐ Alphabet chart
- ☐ Word cards

Skills in Mathematics

By the time children enter first grade, most are interested in numbers and have used them to tell their age, how many brothers and sisters they have, their house and telephone numbers, and the numbers of their favorite television channels. The extent of children's knowledge of numbers will depend on their interests and experiences.

Young children are usually familiar with pennies, nickels, dimes, and quarters. They may not be aware of the actual values of coins, but they know these coins are "money." They know something about fractions, although they may ask for the "big half" of the candy bar. They have heard about pounds, quarts, and dozens at the supermarket. However inaccurate and unsophisticated many of these ideas may be, they furnish a starting point for the alert teacher.

From the start, children's experiences in mathematics should be concrete and meaningful. A child who has broken a whole cookie into parts understands that each part is less than the whole cookie. Children should be active participants in discovery and in learning, not merely repeaters of the learnings of others. Learning experiences should be planned by the teacher and arranged in an orderly sequence.

In school, children are in frequent contact with mathematical ideas and with mathematics in action. The potential value of these experiences will be lost unless the teacher specifically capitalizes on them. Learning activities should be studied in advance for possible mathematical implications. As children become aware of the importance of numbers in their daily lives, concepts will be refined and mathematical language used with increasing precision.

Children experience continuous growth in understanding number concepts and concepts related to distance, shape, size, speed, temperature, time, weight, and location. Many of these concepts are developed informally. Although their development may seem incidental from the child's point of view, they are the result of careful planning by the teacher.

As the teacher learns about the strengths and instructional needs of individuals and groups, children can be guided to make discoveries at their respective levels of development. In addition, the teacher can help children reinforce concepts previously developed as new topics are introduced.

Children come to first grade with a variety of prior experiences in groups. Some come from an all-day kindergarten, others from a day-care center or half-day kindergarten. Some children may have no prior group experience. Teachers should become familiar with the topics and concepts in *Getting Started in the All-Day Kindergarten* for possible review and reinforcement. For example, even though personal data (e.g., address, telephone numbers and number names in the environment) are not included in this first grade guide, teachers should be aware that these and other concepts may need to be reintroduced at the beginning of the first grade.

The following seven principles are basic to planning for growth in mathematics in first grade:

1. Mathematics is taught in a definite sequence.
2. Each mathematics topic is developed through four developmental levels:
   - engaging in experiences
   - using representational materials
   - thinking through mathematical relationships
   - writing and using mathematics in solving problems
3. The four developmental levels may overlap.

4. For most topics in mathematics, children will need a significant amount of time to experience all four developmental levels.
5. Children will also vary in the amount of time needed to advance through a topic. More mature children may proceed through the first two developmental levels more rapidly than less mature children. Some children may be able to "think through" more mathematical relationships than other children.
6. The earlier a topic in mathematics is introduced, the longer the teacher should emphasize the first two developmental levels.
7. Children are frequently encouraged to estimate answers before they compute. Those children who are unable to give reasonable estimates will need to go back to earlier developmental levels or to simpler concepts or processes.

The scope of first grade mathematics is based on the New York State and New York City curricula. It should be noted that the curriculum is cyclical and developmental. It encompasses the following major topics:

- numbers and numeration
- addition of whole numbers
- subtraction of whole numbers
- fractions
- geometry
- measurement
- algebraic concepts
- graphs, probability, statistics
- problem solving

Manipulative materials should be explored early in the school year, allowing time for:

- children to discover the properties of each type of material.
- the teacher to observe children's levels of skill development in using each material.

Informal learning in which children become familiar with concepts and skills should precede focused instruction.

It should be remembered that the level of a child's skill development and the level of language (terminology) may not be the same. Both types of learning should be continually assessed. As the teacher guides the children in skill development, terminology is continually taught through modeling, dialogue and discussion.

Concepts may be introduced to large groups of children; however, there are times and situations when additional concept development is taught in small groups or to individuals. It is important to note that many of these concepts, while introduced in kindergarten and first grade, may not be completely internalized until later. Children move developmentally, building on the skills and knowledge of yesterday's learnings, integrating today's experiences, and going forward to meet tomorrow's challenges.

ENCOURAGING CREATIVE THINKING SKILLS

Rather than *teach* creative thinking skills, teachers need to *encourage* them. Children are creative by nature. As facilitators, teachers need to offer more challenging opportunities to allow the children to be creative and to express themselves freely. When teachers integrate activities involving higher-level thinking skills into the everyday curriculum, they enable children to become critical thinkers and decision makers. (Skills such as problem solving and critical, analytical and divergent thinking are the components that make up higher-level thought processes.)

Education has come a long way from rote memorization and the keep-them-busy drill sheets. Today's educators need to reassess the methods of schooling in which they themselves were taught. Teachers need to become sensitive to the level of thinking required in the questions they ask and to be open to ways in which children answer those questions.

The following are teacher tips that encourage creativity in the classroom:

- Model respect. Let the children become routinized in respecting the time a person needs to respond to a question.
- Stay away from yes/no questions. Stick to the higher order of thinking. Ask questions that call for opinion and reason, extend a problem further, or put the problem into an everyday situation. (e.g., "What would you do if you came home from school and found Goldilocks eating the pizza you left for a snack? How did she get into your house? Plan a way for her to escape.")
- Ask questions that require comparisons, evaluations, elaboration and a multitude of answers.
- Pose questions that ask for a prediction. Require the children to follow up with a hands-on investigation. Set a time for a shared reading of results.
- Stress original thought. Let the children become aware that it is better to think for themselves than to let a friend think for them.
- Keep good eye contact and express interest through facial and body language while listening to the children.
- Accept all types of ideas. Keep in mind the rich cultures and backgrounds of the children in the classroom. The children bring with them a wealth of different types of experience and knowledge. If a child gives an incorrect response, work with that child in finding out the reason for the response. Depending upon a child's culture, a "wrong" answer just might not be as far off as originally thought.
- Be generous with your praise! Praise benefits children when handled appropriately. Responses such as "good," "great," and "okay" are not responses that give quality reinforcement. In fact, they say absolutely nothing to the child. The child cannot tell what was "good" about an answer. Pinpoint what was "good" or "great" about an answer. Reflect on the child's thinking ability. Responses such as "Oh boy, you remembered that fact about reptiles," or "I like the way you related the fish family to the reptile family. That's good thinking," are more appropriate responses. They let the child know the response is correct, they raise self-esteem, and most importantly, they send the word out to others that the teacher values recall and creativity.

SENTENCE SKELETONS FOR ENCOURAGING CREATIVE THINKING SKILLS

Fluency:

The ability to produce a large number of ideas in a short period of time is a thinking skill defined as fluency. The following types of questions encourage fluency:

- Who can think of the most . . . ?
- Think of all the ways . . . ?
- How many ways . . . ?

Flexibility:

The ability to think of answers that fall into many different categories is a thinking skill

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defined as flexibility. The following types of questions encourage flexibility:

- In what other ways . . . ?
- What different kinds . . . ?
- What else . . . ?

Originality:

The ability to think of new or unusual ideas is a thinking skill described as originality. The following questions encourage original thought:

- Can you think of something new?
- Can you think of something completely different from . . . ?
- Can you think of something no one else will think of?

Elaboration:

The ability to add on to an idea is a thinking skill known as elaboration. The following questions encourage elaboration:

- Can you add to this . . . ?
- How can you change . . . ?
- How can you make this better . . . ?

SENTENCE SKELETONS FOR ENCOURAGING MULTI-LEVEL THINKING

Knowledge:

At this level the children recall or recognize information or ideas in the approximate form in which they were learned. At this level the teacher might ask the children to:

- Tell what you know about . . .
- Label the following . . .
- Match the pairs . . .
- Name each one . . .
- Read the . . .
- Find all the . . .
- Show me which is . . .
- Locate the . . .

Comprehension:

At this level the children will translate or show understanding of information based on prior learning. The teacher may choose to ask the children to:

- Retell the . . .
- Rewrite the . . .
- Give examples of . . .
- Explain why . . .
- Summarize the . . .

Application:

At this level the children can select, transfer and use data to solve a real life problem. At this level the teacher may ask the children to:

- Solve the problem of . . .
- Illustrate the . . .
- Show us how you could . . .
- Make a sample of . . .

Analysis:

At this level the children are aware of the thought process in use. The child can examine, classify, hypothesize, collect data and draw conclusions. The teacher might ask the children to:

- Take apart the . . .
- Compare the . . .
- Look into . . .

Synthesis:

At this level, the children can originate, integrate and combine ideas into a product, plan or proposal which is new to them. The teacher might ask the children to:

- Invent a new . . .
- Predict what might happen if . . .
- Compose a new . . .

Evaluation:

At this level the children appraise, assess or criticize on the basis of specific standards or criteria. At this level, the teacher might ask the children to:

- Judge what will happen if . . .
- Select one of the following . . . that you think is the best.
- Choose the one . . . you think will . . .

When children are praised for effort and creative thinking, they view their environment as a comfortable, secure place where people value them for who they are. Too often, children find the classroom to be their only safe haven. In a non-threatening environment where creativity and expressiveness are constantly reinforced, the children become aware that originality can be experimented with rather than held back in fear of correction.

THE INTERACTIVE TEACHER

TEACHER AS LANGUAGE FACILITATOR AND LISTENER

Verbal interactions are essential to the intellectual growth of first graders. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process.

The interactive teacher acts as a facilitator by:
- modeling appropriate language forms.
- encouraging language use.
- asking appropriate questions. (See "The Art of Questioning" in this section and "Encouraging Creative Thinking Skills" in Section II.)
- supporting ideas.
- clarifying thinking.
- extending thinking.
- expanding concepts.
- giving positive reinforcement.
- building children's positive self-concepts.
- suggesting different strategies for problem solving (e.g., brainstorming).
- expressing enthusiasm about children's ideas or conversations.

The interactive teacher acts as an interested listener by:
- giving children ample time for verbal expression.
- helping children listen to each other.
- using encouraging nonverbal responses (e.g., eye contact, nod, smile, body language).
- inviting children to raise their own questions.
- encouraging children to seek their own answers.
- perceiving children's evolving comprehension of concepts.
- paraphrasing children's ideas before responding to them.

TEACHER AS INTERVIEWER: THE ART OF QUESTIONING

The interactive teacher acts as a guide in opening the minds of children and broadening their imaginations to develop new and interesting ideas. Through effective questioning, children can supply a wealth of different ideas that make learning fun and stimulating.

Students are often frightened of being questioned if they are expected to always give the "right" answers. When teachers request several answers ("Yes, what else...? Who can think of another...? Can you name something different...?") the children will look for the "right" answer, but will feel free to experiment with ideas. Teachers who accept a variety of responses and praise each child's ability to come up with an answer set a stage for approval. When children feel comfortable with taking risks, learning can begin.

The interactive teacher acts as an interviewer by:
- eliciting language.
- encouraging clarification of problems.
- supporting problem solving and ideas.
- reminding children of prior experience.
- giving positive reinforcement.
- extending thinking.
- expanding perspectives/relating ideas to the cultural diversity of our children.
- encouraging children to seek their own answers.
- building children's self-concept.
- accepting all types of answers.
- encouraging speculation.
- involving all children in discussions.
- perceiving/paraphrasing children's evolving concepts.
- giving ample response time.
- requiring answers to multi-level thinking questions.
- including brainstorming as an integral part of initiating ideas. (See "Brainstorming" at the end of this section.)

USING LANGUAGE FOR MORE EFFECTIVE LEARNING

Through planned curriculum and a stimulating classroom environment, a teacher can inspire children to use language and develop concepts. The quality of the interaction between teacher and child can either nurture this development or inhibit it. The following dialogues illustrate ways in which teachers can foster intellectual growth and language development.

Sample Dialogues

Speaker	**Language**	**Teacher as Facilitator**
Kimberly:	"How do I glue this on, Miss R.?"	
Teacher:	"What's the problem, Kimberly?"	*Expresses interest.*
Kimberly:	"It's just like a screen on a door, see? And the glue keeps going into all the little holes. I can't put it on my paper."	
Teacher:	"Where do you want to put it?"	*Elicits specific language.*
Kimberly:	"I need it here. It's for the shirt of the girl from Africa."	
Teacher:	"Why are you having so much trouble?"	*Encourages clarification of problem.*
Kimberly:	"I can't spread out the glue on the shiny part. It goes right through."	
Teacher:	"Can you think of another way to do it?"	*Supports problem solving.*
Kimberly:	"I don't know. I'll try to think. I know! I can do this (spreads glue directly on paper) and then stick the piece right on. But look — the glue shows through."	
Teacher:	"Do you remember what we found out the first time we used this glue — something about what happens when it dries?"	*Reminds child of previous experience relevant to child's concern.*
Kimberly:	"Oh! Now I know! The glue dries clear. Then you can't see it. I'll stick this right on. How does it look, Miss R?"	
Teacher:	"It looks really great, Kimberly! You had a great idea!"	*Expresses interest and enthusiasm.* *Provides positive reinforcement.*

This dialogue, overheard by a teacher during an observational visit to a college elementary school, is an example of the interactive teacher as a facilitator and listener who promotes problem solving. The child actually "knew" the solution but needed the verbal interaction with the teacher to resolve her problem.

The following dialogue demonstrates an interaction in which the teacher listened not for a particular answer, but out of interest in the children's comments. The teacher led the children to predict and reflect on the story's content and also on their own responses to the story.

The first graders have read a story about a man with a magic hat. The man, Mr. Fig, and his friends Rabbit, Turtle, and Mouse are flying over a pond in Mr. Fig's car. Suddenly, Mr. Fig loses his magic hat and, alas, the car crashes into the pond.

Speaker	**Language**	**Teacher as Facilitator**
Teacher:	"What horrible thing has happened?"	*Asks initiating question.* *Encourages language.*
Victor:	"The hat flew away."	
Teacher:	"Yes, the hat flew right off his head, didn't it? Why did that happen?"	*Gives positive reinforcement.* *Clarifies thinking.*
Erbey:	"Because the car was going so fast that the hat flew off."	
Tanya:	"Oh. They gotta go down beside the cat." (In the illustration there is a cat on the ground — a cat that had tried earlier to eat Mouse.)	
Erbey:	"They better watch out for that cat."	
Teacher:	"How do you think that cat made mouse feel?"	*Supports ideas.* *Extends thinking.* *Encourages children to seek their own answers.* *Perceives children's evolving concepts.*
Children:	"Mad . . . sad."	
Teacher:	"How would you feel if you were a mouse?"	*Extends thinking.*
Missy:	"I'd get mad and run."	
Teacher:	"Why didn't the car keep flying in the air?"	*Asks appropriate question.* *Extends thinking.*
Erbey:	"Because he took his hat off."	
Victor:	"He said it was magic, but nobody's magic no more."	
Tanya:	"If the hat gets wet, it probably won't have any magic."	
Teacher:	"I never thought about that before but you may be right."	*Supports ideas.* *Gives positive reinforcement.* *Builds child's positive self-concept.* *Perceives the child's evolving concepts.*

The following dialogue between teacher and students portrays the all-too-frequent pattern of language exchange that involves teacher initiation, child's reply, and teacher evaluation. The story is about a little boy, Evan, who has taken a job to earn money to buy a pet turtle.

Speaker	Language
Teacher:	"Who can tell us why Evan was feeling proud and happy? Lonnie?"
Lonnie:	"He knew he was going to get his turtle."
Teacher:	"No. He didn't know he was going to get his turtle yet. Monica?"
Monica:	"'Cause he was helping a lady carry out her groceries and he got a dime?"
Teacher:	"Just one dime? How many Laura?"
Laura:	"He had two dimes."
Teacher:	"He had two dimes, and that's why he was proud and happy."

Laura and Monica offered ideas that could have been explored in relation to why Evan felt proud and happy. Their responses reflect inferential thinking — reasoning about their reading — rather than mere recall of a literal statement. Distinguishing between inference and stated fact is worthwhile, but requiring all answers to be literally correct tends to hamper the development of active, spontaneous reasoning. It is preferable to promote children's use of language and critical thinking by asking the questions that keep the thought processes ongoing, open, and exploratory. Rather than searching for a particular answer, the children become responsible for interpreting and constructing their own meanings; they begin to experience the power of language for structuring an experience so that it may be reflected upon, reconsidered, and reinterpreted. The teacher, in turn, learns how the world looks to them and helps them reflect and revise their understandings.

The following discussion includes many examples of a first grade teacher stimulating, clarifying, guiding, and encouraging children to think critically about the little duck's dilemma in *The Story About Ping*.*

Speaker	Language	Teacher as Facilitator
Teacher:	"Now, in the evening Ping was always careful — very, very careful — not to be last. But what happened to the duck who was last?"	*States the issue to be discussed.*
Child:	"He got a spanking."	
Teacher:	"Now what about that? What do you think about that? About a duck getting spanked?"	*Accepts child's answer.* *Encourages reflection speculation.*
Child:	"I think it wouldn't be nice to do. It's mean. Like I said yesterday, it's cruelness to animals. It really is. I think so."	
Betty	"Cruelness, it's not cruelness!"	

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* Claudia Lewis, "Stories and Language Development Session: Excerpts from a Discussion Following Reading of *The Story About Ping*," (Marjorie Flash Wiese, Puffin Books, 1933, 1961) with Elaine Wickens, teacher, and six- and seven-year-olds at Bank Street School for Children, Project Follow Through, Bank Street College of Education, March 16, 1977.

Speaker	Language	Teacher as Facilitator
Teacher:	"No, what she is saying, have you ever heard that expression, cruelty to animals? That's what she means."	*Clarifies a common expression from the vernacular.*
Child:	"Yes, that's my opinion."	
Charlotte:	"Well, I don't think that's cruelty to animals because they don't give spankings hard."	
Teacher:	"How do you know that, Charlotte?"	*Encourages child to clarify, seek answer, speculate.*
Charlotte:	"Well, I don't think they spank hard."	
Child:	"They don't."	
Child :	"I think they do, but. . . . "	
Child:	"It's almost torture, I think, about, that they don't get killed by it."	
Jerry:	"But there has to be one duck, like Cathy said yesterday, you know they couldn't all be first. I mean they're all second or all third. There has to be one duck that's last. So really, you know, maybe that duck couldn't get ahead. Maybe he was looking under for a fish and he say that he couldn't catch up."	
Teacher:	"Who'd like to answer and talk about what Jerry said, just what Jerry said here? Paul?"	*Supports child's thinking.*
Paul:	"Well, um, oh, never mind."	
Teacher:	"Danny?"	
Danny:	"Well, I don't think that they could really spank him on the head. You could train him."	
Child:	"Well, I'm sort of agreeable with Danny. Like uh, if one's last you don't know if he's going to toddle off at the last minute but I think you should sort of just pick him up and walk up with him."	
Teacher:	"Well, why do you think they want those ducks to hurry?"	*Asks appropriate questions.*
Child:	"Well, you know he might waddle off and they're not trained."	
Child:	"It's getting dark! And they believe that, well, I think they believe that the eyes don't see."	
Teacher:	"What do you mean about the eyes? The eyes of the duck or the eyes of the boat?"	*Clarifies thinking.*
Child :	"The eyes of the boat."	
Teacher:	"The eyes of the boat couldn't see at night. Peter?"	

Speaker	Language	Teacher as Facilitator
Peter:	"Well, sort of like what I think Debbie said yesterday. There are certain times when the fish come out or they have to be at a certain place at this time and they want the ducks to hurry up so they can get there."	
Teacher:	"Betty, do you think spanking helps the ducks learn to get on the boat in time?"	*Draws in children who are not saying much.* *Encourages thinking.*
Betty:	"Yes."	
Child:	"Well, I guess that's what the Chinese believe."	
Teacher:	"What do you believe John?"	*Encourages language, thinking.*
John:	"I would say that's right. Like you could, but I mean you could have a wider plank at least so they could get on 'cause someone has to be last, it can't be everyone first."	
Teacher:	"Peter?"	
Peter:	"They should tell what happened to the other ducks. If they get spanked or not, you know what I mean?"	
Teacher:	"It's only the last duck that gets spanked."	*Clarifies information.*
Peter:	"I know but they should tell if they did. Like who gets spanked or what."	
Child:	"Like one of the 42 cousins got spanked or one of the aunts. And what his name was. Besides Ping who would get spanked?"	
Teacher:	"Why do you want to know that?"	*Asks appropriate question to extend thinking.*
Child:	"Well, that'd be adding to the story."	
Teacher:	"O.K., you'd like to know who got spanked. Jonathan?"	*Gives positive reinforcement.*
Jonathan:	"I'm agreeing with Betty, because that's the only way you can teach a chimpanzee. Like once my father was on this show *Everglades*, and there was this chimpanzee that had to be trained 'cause there was a chimpanzee on the show and this boy and the boy is now the older brother of *Flipper*, but see the chimpanzee wasn't quite trained yet so he bit the boy and the directors had to beat him because he won't listen another way, and I guess that's the only way to teach a duck to walk faster, like you can't just say, come on sweetie, walk up."	
Paul:	"Besides adding to the story, well the chimpanzee wouldn't be going up last."	

Speaker	Language	Teacher as Facilitator
Teacher:	"Excuse me Paul, what Jonathan was doing was saying that he knew of one animal that had to be trained and he thought that that would be one reason for beating a duck. Danny?"	*Supports Jonathan's generalization of an idea.* *Clarifies thinking for Paul.*
Danny:	"Well, the duck isn't really last of all, the man is last of all, really."	
Teacher:	"So what do you think would happen, Danny?"	*Encourages children to extend ideas, thinking.*
Danny:	"The man should wack himself!"	
(The story is read again.)		
Teacher:	"Why do you think Ping decided to go get that spanking? Why do you think he decided?"	*Perceives children's evolving concepts.* *Encourages children to seek their own answers.*
Child:	"Well, he wanted to be back with his mother."	
Teacher:	"Was it worth it to Ping, do you think?"	
Children:	"Yes."	
Jonathan:	"Well, he thought maybe he wasn't going to be as fortunate as he was the last time."	
Child:	"That he, that maybe a nice little boy would find him, this man who wanted duck dinner found him and just at ate him instead of his having a chance of getting away."	
Teacher:	"Do you think your mother would know if you didn't come home?"	*Relates discussion and story to children's own reality.*
Child:	"Yes. We only have four."	
Teacher:	"Jonathan?"	
Jonathan:	"Well, I mean, even if, like the mother has six children she'll know that one's missing because if somebody comes in, her children usually say, hi mommy, hi mommy and they usually sort of go around over the place. The ducks, they'll just walk up and there are hundreds of ducks in that boat and you can't notice one missing duck."	*Gives ample time for child to express thoughts verbally.*
Teacher:	"Does anybody want to say anything else?"	*Engages children in completion of discussion.*

In their verbal interactions with first graders, teachers are constantly modeling appropriate, culturally acceptable language and language forms. Researchers into the development of language note that correcting grammar frequently passes unnoticed by the child because the child is not ready for the information. When children become interested in speaking correctly, they are able to draw on their memories of well-spoken language and pick up quickly from the models around them. Teachers are encouraged to enter into conversations and discussions that model good language instead of disrupting children with instructions or corrections. For example:

Speaker	Language
Child:	"I gots me some popcorn from up there."
Teacher:	"I bought some popcorn at the sale too."

or

Phoebe (to Tyrone):	"You always never wears your sneakers to gym day."
Teacher:	"You're right, Phoebe! Tyrone, you never wear your sneakers on gym day!"

or

Mark:	"My bedtime is 8:30."
Bianca:	"Mine's 9."
April:	"I goes to bed at 8."
Teacher:	"I go to bed at 11 o'clock."

Brainstorming

The interactive teacher uses brainstorming as a technique for helping the children generate many ideas. It may be useful in problem solving and in exploring a topic. The aim of brainstorming is to have the ideas flow. Criticism does not further the production of ideas. Good ideas are often squelched by immediate or excessive evaluation. Deferred judgment is a critical element in brainstorming. If children are carefully taught how to brainstorm, the results can be remarkable.

PURPOSE

- to encourage children to express many ideas, thus extending their thinking and exposing them to many perspectives.
- to encourage children to share their ideas freely, without concern for criticism.
- to enable members of the group to build on each other's ideas.

RULES

D: Defer judgment. (Do not criticize or evaluate.)

O: Offbeat ideas. (Accept all ideas, even those which seem wild or silly.)

V: Vast number of ideas. (Generate as many ideas as possible.)

E: Expand/build on the ideas of others. (Piggyback ideas.)

PROCEDURES

1. The teacher states a definite problem or question, for example:

   "A friend is someone who . . ."

2. The teacher reviews the brainstorming rules.
3. The teacher restates the problem or question, and charts ideas as the children respond.
4. When it appears that the children have finished, the teacher asks them to continue for a few more minutes. (Research has indicated that the best ideas come at the end.)
5. The teacher comments on the number and variety of responses.
6. Each group develops a list of acceptable ideas regarding friendly behaviors, according to their collaborative cultural views and values.

SUGGESTED TIMES TO USE BRAINSTORMING

- When deciding upon a topic to write about during writing time.
- Recalling background knowledge before studying a new topic.
- Listing characteristics that describe a character in a story.
- To decide upon various strategies for solving math or science problems.
- To choose appropriate materials when creating musical instruments, puppets or art work.

The interactive teacher understands the link between language skills and the development of children's thinking. Where once the teacher's role was to insist upon listening, recalling, and repeating, teachers today are encouraging children to talk about their thoughts and feelings. Teachers are listening to children with interest to determine what they know, imagine, wonder, worry about, and want to learn. Isolated facts and discrete skills cannot hold the attention of today's child, who is bombarded by intense and dramatic media images. In verbal interactions, the teacher strives to support the expansion and deepening of knowledge and thinking so children will put information together in new ways and continually generate ideas, questions, solutions, and applications that are meaningful in their lives in and out of school.

Creative Dramatics

Creative dramatics encourages imitation, conversation and the creative expression of ideas. It also helps children rehearse for life as they role-play situations which they have learned about or experienced. Since oral communication is a major goal of creative dramatics, it is important for the teacher to encourage children to express themselves verbally and to interact with each other and their environment. The teacher facilitates this process by shaping the classroom environment and supplying the appropriate props and materials from which children can choose. The materials in the creative dramatics area should be flexible and should be changed often as new thematic units are introduced throughout the school year. Creative dramatics environments can include:

- hospital or health care center
- veterinarian's office
- fire station
- police station
- restaurant
- supermarket, bodega or grocery store
- dental office
- computer center
- telephone company
- airline terminal

The teacher and children can use their imaginations to adapt creative dramatics to all areas of the integrated curriculum. For example, it may be used to help children understand literature and generate ideas for writing about it.

Themes can be introduced at a class meeting. Children discuss the materials which can be included and make a list of the "special" words which describe the objects and activities incorporated into their creative dramatics experiences. The lists can become longer as the dramatic play evolves. Children may choose storybook characters to role-play as they retell and reenact selections they have read.

Storytelling

Storytelling is a creative art form and its instructional potential in the first grade multicultural classroom is important. Storytelling, or oral literature, attempts to make sense out of natural phenomena. Common characters and themes found in folktales from around the world provide a link among cultural groups. Even in today's technological world, storytelling weaves a thread which carries traditions and heritage from generation to generation.

Storytelling is a universal art. It is not the same as reading aloud, because in storytelling, the interaction between teller and listener is immediate, personal, active and direct. Storytelling allows for the use of gestures, personalizing, informal language and spontaneous responses by children. The advantages of storytelling for children are numerous, since it gives them opportunities to:

- develop language abilities.
- enhance self-esteem as they learn folktales from their own culture.
- understand that the same folktales can be told in different ways in different cultures and languages. (Cendrillon, French; Yeh-Shen, Chinese; Ashenputter, German — these are all variations of the Cinderella theme).
- develop images of character, setting, and actions.
- develop reading comprehension and critical thinking.
- enlarge and enrich their listening vocabularies.
- comprehend story structure.
- appreciate literature.

It is important to establish criteria for selecting appropriate stories. The teacher considers whether the story:

- is brief enough to maintain children's interest.
- has a well-structured plot.
- provides clearly delineated characters.
- contains dialogue.
- reflects children's interest or experiences.
- contains patterned, rhythmic language.
- contains repetitive action.

Children will want to hear stories over and over again and join in with the storyteller until they, too, are able to retell the story to others.

Another kind of storytelling occurs when teachers tell stories to children about their own lives, or the lives of people they know. Children are especially interested in hearing these stories when they concern other children or incidents with which they are familiar. A special relationship is established when a teacher shares these true experiences with the youngsters. Although stories are often used to illustrate understandings, they should never be of a frightening or threatening nature.

When teachers model storytelling, children become storytellers themselves. By sharing their experiences, children learn to use language, order their thoughts, and communicate ideas. Some of these stories may be written down by the teacher or another adult, illustrated by the children, bound into books, and placed in the class library. The young authors can share their stories by "reading" them to the other children.

Through "telling" and listening, they experience the enjoyment and beauty of oral language in this warm, personal activity. Storytelling, an important link between listening, comprehension, and reading, helps children make connections between oral and written language. Teachers should incorporate this rewarding activity into their first grade multicultural classrooms as often as possible.

Folklore

> Folklore is the natural literature of childhood.
>
> — Bea Cullinan, *Literature and the Child*

Folklore can be an important vehicle to help children learn about similarities among diverse peoples. Every culture has representative "folk characters." Folktales, the stories that have been passed from generation to generation, can be a tool to help children understand and appreciate the different characterizations, faults, and triumphs of the human spirit.

These are some common characteristics found in all folktales:

- Character + challenge + striving = resolution of problem at the end.
- Characters are simply developed and tend to reflect images of good over evil, cleverness over stupidity.
- Stories tend to rely heavily on plot.

The following titles are intended to serve as resources for the storyteller, who will:

- adapt
- modify
- simplify

SUGGESTED FOLKTALES

HOW AND WHY STORIES

How Bear Lost His Tail (Iroquois)
Why the Bear Is Skinny-Tailed (Norwegian)
Why the Years Are Named for Animals (Japanese)

REPETITIVE TALES

The House that Jack Built (English)
It Could Be Worse (Yiddish)

TALL TALES

Tale of Paul Bunyan (American)
John Henry (American)

The World of Folklore

FAIRY TALES/MAGIC

Aladdin and the Magic Lamp (Arabian)
Cenerentola (Italian)
Jack and the Beanstalk (German)
Magic Orange Tree (Haitian)
Strega Nonna (Italy)

FOLK CHARACTERS

Anansi the Spider (Ghanian)
Brer Rabbit (African-American)
Uncle Bouquoi (Haitian)

ANIMAL TALES

The Golden Goose (German)
Perez y Martina (Puerto Rican)
Three Billy Goats Gruff (Norwegian)

SILLY/HUMOROUS

(Noodlehead Stories)
Fools of Chelm (Yiddish)
Juan Bobo (Puerto Rican)
Tiki Tiki Tembo (Chinese)

Learning to Read through the Arts

There are many ways to stimulate young children's emergent literacy. One of these approaches is learning to read through the arts. When first graders engage in play and creative activities, language becomes a natural component of the literacy-rich, whole-language classroom. The arts tap children's curiosity and imagination. Teachers can use this curiosity as they design activities which capitalize on the talents of each child.

Learning to read through the arts integrates aesthetic, cognitive and affective skills. Aesthetically, first graders can express themselves in a variety of experiences using oral and written language:

- Engaging in creative dramatics.
- Role playing original stories.
- Making puppets and writing skits.
- Choreographing dance and movement to music.
- Dictating sentences about art in various media.
- Singing songs from words on charts.
- Labeling and writing about original sculpture.
- Creating original poems.
- Making masks, evoking moods, and telling of feelings.
- Retelling familiar stories through pantomime.
- Making a mural with words and pictures.
- Illustrating and publishing original books.

The cultural resources of New York City provide many opportunities for children to find out about the arts. Teachers can plan trips to museums, dance recitals, poetry readings, theater performances and puppet shows to give children direct experiences with arts in action. Groups can be invited to the school to perform for the children during the day.

Furthermore, children will develop affective skills as they work and play together on a cooperative project. Art is a primary means of transmitting cultural values through self-expression. Children's endeavors can be used to promote an appreciation and understanding of themselves as well as cultural diversity in the classroom.

As they participate in reading through the arts, children will begin to learn:

- story sequence
- characterization
- oral communication
- sentence structure
- use of dialogue
- rhyming schemes
- writing process
- reality and fantasy
- sense of story represented by movement and pantomime
- new vocabulary
- dictation
- captions and labels
- reasoning skills

The most valued quality of learning to read through the arts is its creativity. It helps the teacher reach those children who need added motivation to learn. But most of all, it enables youngsters to develop self-esteem, gain a sense of accomplishment, and build positive relationships with their classmates.

COMPUTERS IN THE CLASSROOM

Computers are increasingly being used in first grade classrooms in the New York City public schools. They are a powerful tool for learning whose potential is still untapped. When used appropriately, computers in first grade classrooms can become an aid in developing literacy, promoting communication skills, and enhancing creativity.

What is the best possible role for computers in the first grade multicultural classroom? Studies have shown that the use of computers in an educational setting can help enhance a variety of skills, including:

- social interaction
- problem solving
- higher-order reasoning
- communication through technology

Students need to develop basic computer literacy concepts and skills. Teachers need to become familiar and comfortable with the computer in their classrooms by spending time working with it on their own. A teacher's uncertainty or uneasiness about computers may be transmitted to the children, who may also feel intimidated by the machine.

When a decision has been made to incorporate computers into the first grade classroom, they should be considered tools for instruction and exploration, similar to blocks, paint, and other learning materials. Since computers provide representations of the environment, teachers should first provide children with many opportunities to work directly with concrete materials. These materials give children experiences in problem solving before introducing them to any kind of symbolic learning.

BEGINNING ACTIVITIES

Introducing young children to the computer can begin with a few simple experiences. The following activities will be helpful for young children before they start to use the computer:

- Discuss some things a computer can do. Ask children if they have seen or used a computer and, if so, where and how it is used or what it was used for. A cooperative experience chart can list some simple words and sentences about computers.
- Show the classroom computer to the children. Point out each part and briefly describe what it does. Make an oaktag chart of the computer. Print labels with hardware names printed. Have children match labels to parts of the computer.

Monitor: The Monitor looks like a television set. It shows us the words and pictures that we write and draw. It gives us information from the computer.

Keyboard: The Keyboard has numbers and letters on it. We press certain keys to tell the computer what to do.

Disk Drive: The Disk Drive holds a disk that saves the information telling the computer how to do its job.

Printer: The Printer shows what we have put into the computer.

- The teacher can cut out flannel or felt figures to match each piece of computer equipment. Children use the pieces to "create" their own computer on the flannel board.
- Introduce the game of "Keyboard Bingo" to give children practice in recognizing and locating letters, numbers, and symbols. Each child receives a paper copy of the keyboard. Children take turns choosing cards marked with a single letter, number, or symbol. Colored counters are used to mark the matching key on the individual

"keyboards." This game should be played with small groups of children.

- Teachers can give children many opportunities to work alone and in pairs creating pictures and writing about their drawings. "Invented" spelling is to be encouraged. As children become more comfortable with this process, they may begin to work first with graphics, then with word processing programs.
- The teacher can give children opportunities to find the cursor on the screen by finding the blinking square. This will show them where the next letter or symbol will appear.
- Practice getting into position to use the keyboard by following these guidelines:

1. Body facing the middle of the screen.
2. Feet flat on the floor.
3. Elbows near your body and relaxed.
4. Fingers slightly curved.
5. Body slightly forward.

COMPUTER LEARNING CENTER

A Computer Learning Center can be established separately or as an extension of the Library/Listening or Writing Center. It functions as one of the areas in which children choose to work during Learning Center time. Since use of the computer can be integrated into all curriculum areas, the teacher includes its use in thematic planning. Children's work in the Computer Center can be ongoing; work is saved on individual computer disks, to be continued over several activity periods.

It is worthwhile to give each child an individual disk in order to save their own work. The disks are relatively inexpensive and they can be used over and over again. This will make classroom management and student evaluation easier for the teacher to do. Clearly label each disk with the name of the student using it. If disks are easily accessible, children can learn to keep track of their individual computer disks and store and retrieve them by themselves.

The teacher should review these rules about disks:

1. Do not touch the shiny part of the disk.
2. Never bend a disk.
3. Use a felt tipped pen when you write on the label.
4. Always place the disk back in the envelope or container.
5. When you hold a disk, place your thumb on the label.
6. Do not place magnets near disks. They can ruin disks.
7. Insert the disk top side up with your thumb on the label.
8. Remove a disk and place it into an envelope or container with the shiny part down and the label facing out.

As in other learning centers, the Computer Center's materials and management techniques need to be introduced and established gradually. Operation of the computer should be demonstrated to children in small groups. They will need to know how to turn the computer on and off and how to load programs. Specific program commands such as loading, saving and printing, must be learned as well.

It is best for children to work individually or in pairs. An appropriate management technique is to use a timer, which children can set for a designated period. When the timer rings, another pair of children take their turn. When educational assistants are present, they can help with questions or problems as they arise. Children can choose to go to the Computer Center during choice time or the teacher can make a separate chart with the children's names in a specific order so that each child gets equal time at the computer.

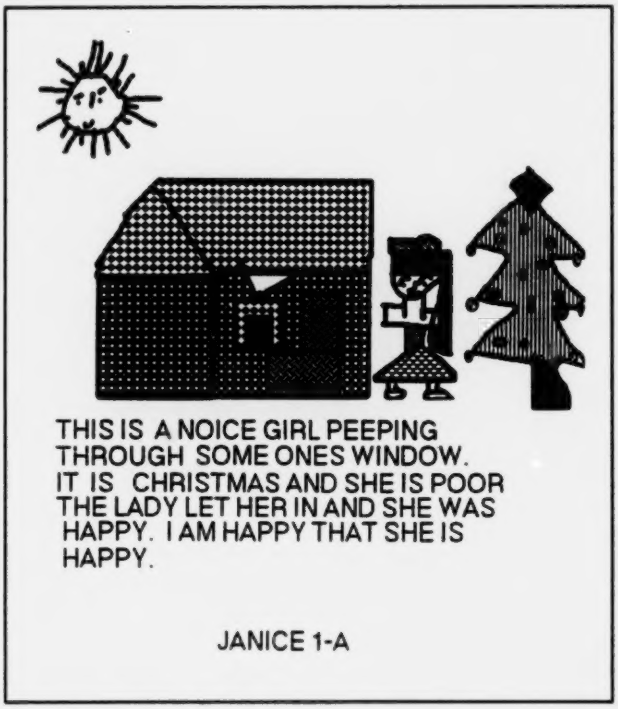
Established routines should be put on a chart using pictures and words, reviewed often, and left in the Computer Center for review. The closer the established routines are followed, the more control over the Computer Center will be maintained. The teacher gives a signal when clean-up time is beginning so that the child at the computer has enough time to save and print his or her work. Routines include the following:

COMPUTER CENTER

1. Turn on the computer.
2. No eating or drinking.
3. Hold disks on the labels.
4. Take turns or work together.
5. Take care of the computer; press keys gently.
6. Turn off the computer when finished.

WORD PROCESSING AND GRAPHICS

Word processing programs for the multicultural first grade can be an integral part of the Literacy or Writing Center. Children using these programs can compose, write, and edit original stories with ease, since they can focus on content rather than on the mechanics of writing. The word processing program allows children to explore and create with the printed word just as they work with other materials. The words can be changed over and over, transposed, transmuted — played with and enjoyed!



THIS IS A NOICE GIRL PEEPING THROUGH SOME ONES WINDOW. IT IS CHRISTMAS AND SHE IS POOR THE LADY LET HER IN AND SHE WAS HAPPY. I AM HAPPY THAT SHE IS HAPPY.

JANICE 1-A

When used appropriately, computers can be a valuable aid in promoting communication skills. The computer/word processor can assist in the developmental approach to reading and writing. Graphics programs are useful in allowing children first to draw and then to write about their pictures. The computer is useful for children who want to make corrections and changes, save their work and print copies to take home.

There are many word processing and graphics software programs available for use by six-year-olds. The teacher should always preview such materials before purchasing to determine usefulness and to assure appropriateness for young children. Some programs are available in school versions and include valuable teacher materials. Children should use the computer to draw and create graphics on their own although computers can also be used to obtain "standard" graphics.

SOFTWARE

Teachers thoroughly review the software they intend to use with the children in order to learn what it does and how it works. The teacher should find out what background information the students will need in order to run the program; e.g., what vocabulary they will have to know.

When evaluating programs, the teacher should make sure that the software is consonant with early childhood education principles by considering the following questions:

Does the program —

- allow for open-ended solutions?
- encourage socialization and the development of a positive self-concept?
- allow for intrinsic motivation?
- encourage active exploration?
- provide practice in setting goals and predicting events?
- allow children to discover relationships by themselves and provide opportunities to apply these principles?
- emphasize the child's active participation?
- allow for the adjustment of learning opportunities for children with differing abilities, interests, and learning styles?

Programs should be "user friendly" for both children and teachers. They should be easy to access and to run; instructions and routines must be kept simple. Requirements for using the program should be as simple as hitting a single key. The level of difficulty should be appropriate for young children in terms of attention span, level of reasoning, and ease in loading. A "Help" key or "Reminders" should be available for use as needed.

Remember: All software options should be screened in order to anticipate any difficulties the children might encounter while running the program.

SHAKEIA
PEN PAL
MY PEN PAL AND I ARE FRIENDS.
WE LOOK ALIKE.
SHAKEIA 1-A

PROGRAMMING

It has been stated that programming has the potential to expand the intellectual capabilities of learners, making them inventors. Through programming, one gives a computer a set of instructions so that it can perform a certain task. This is a creative activity which develops divergent as well as convergent thinking abilities.

Skills which are utilized to solve problems in the classroom can be applied to programming tasks. To prepare for programming, children need to develop the ability to follow directions, sequence, classify, and locate and fix mistakes.

Teachers should be aware that programming activities require individual instruction and adequate preparation time. They must therefore ask, "What kinds of programming projects would be appropriate for six-year-olds?" Such experiences should assist young children in developing computer literacy, problem-solving techniques, and higher-order thinking skills.

TRIPS

Young children learn best through concrete experiences that afford many opportunities to observe, explore, and discover. This type of learning begins in infancy and is extended in the first-grade classroom. Beyond the school, children are encouraged to explore the community through trips.

Trips enrich the curriculum by giving children a firsthand view of the world. Through trips, children have many opportunities to use their senses, note details, express and integrate their ideas, and sharpen their observational skills. Trips introduce new vocabulary and are a good resource for gathering materials and information. They are both enjoyable and educationally worthwhile.

Using the community as a "classroom," children study the people and places around them. They observe, ask questions, see relationships and, in a manner appropriate to their age, they discover information about their immediate environment and how people live and work within it.

PLACES TO GO

Children must become aware that the world extends beyond the confines of a four-walled room, a large brick building, or their own neighborhoods. To understand the "real world," children must be exposed to educational resources in the neighborhood and beyond, including cultural events, recreational facilities, museums, and zoos.

Neighborhoods, as a resource, are convenient and free. Walking trips expose children to common and obvious phenomena that may never have been explained. The teacher encourages children's curiosity and use of problem-solving skills, asking, for example, "How are sidewalks made?" "Why do we see different languages in the storefronts?" Children can observe people in the community in a variety of work, service, and leisure activities.

- Trips to local stores to make purchases and talk with salespeople:

  — bakery
  — beauty salon
  — fish store
  — supermarket
  — laundromat
  — pet store
  — florist
  — shoemaker
  — bank
  — butcher shop

- Trips to community work sites:

  — firehouse
  — police station
  — public library
  — post office
  — local legislators' offices
  — construction site
  — hospital or clinic
  — doctor's or dentist's office
  — manufacturing plant

PLANNING TRIPS

Trips are carefully planned and discussed with the children in advance. The teacher tells the children the purpose of the visit and any information that will make them more familiar with the site or the trip schedule.

It is advisable for the teacher to make a pre-trip visit without the children to ascertain the best route to take, which exhibits would interest the children, and what arrangements need to be made for guided tours or lunch.

Consent slips should be sent to parents in advance. It may be helpful to send a letter to parents explaining the purpose of the trip and pertinent information about transportation, lunch, spending money, and the trip schedule.

Each child wears a tag with the child's full name, class, and school number. Children can design their own name tags after discussing the trip.

Arrangements should be made in advance with the school's lunchroom manager either to cancel lunches or to provide bag lunches for children who eat at school. Or, if appropriate, children can be reminded the day before the trip to bring their own bag lunches. Children get hungry early in the day, so the teacher should arrange for the children to eat early during the trip.

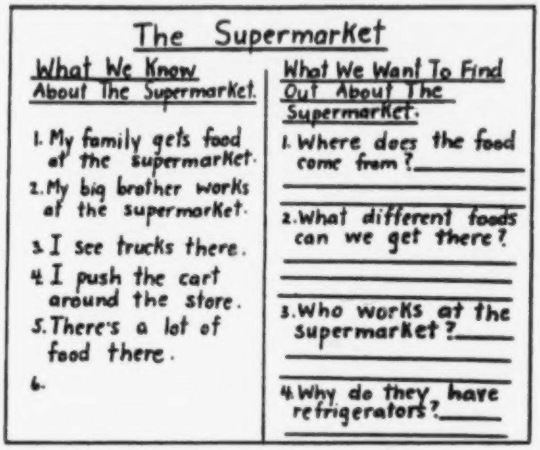
The trip should be planned well in advance. Reservations are usually needed. Many sites will provide a guided tour, a hands-on experience, or a workshop, if requested. One teacher can make reservations for several classes since phone lines are often busy and teachers' calling time is limited.

Transportation must be adequate and safe. Children at this age can walk a reasonable distance; arrangements can also be made to travel by school bus.

Extra supervision can be provided by parent volunteers. Parents need to be oriented in advance and assigned to a specific group of children for the day. The teacher should try for a ratio of at least one adult for every five children. Pre-trip planning meetings with the parents will help them to understand the teacher's objectives for the trip. The paraprofessional may also help with trip preparations.

Before the trip, the teacher should discuss it with the class. For example, a map can be used to show where the class is going, and children can figure out how they will travel from borough to borough. The children should discuss what they will see and do on the trip. They can also be prepared for any new experiences. At this time, a discussion of expected trip behavior would be appropriate. Children can contribute their own expectations about how they should behave. Once a trip site has been selected, the teacher may:

- build a "background" chart by eliciting children's prior knowledge.
- display books, pictures, or objects related to the trip.
- show a film or filmstrip.
- read aloud informational material and stories that will generate curiosity and interest about the trip.
- record the knowledge children already have in relation to the trip and help them formulate what they want to find out. For example:



The Supermarket

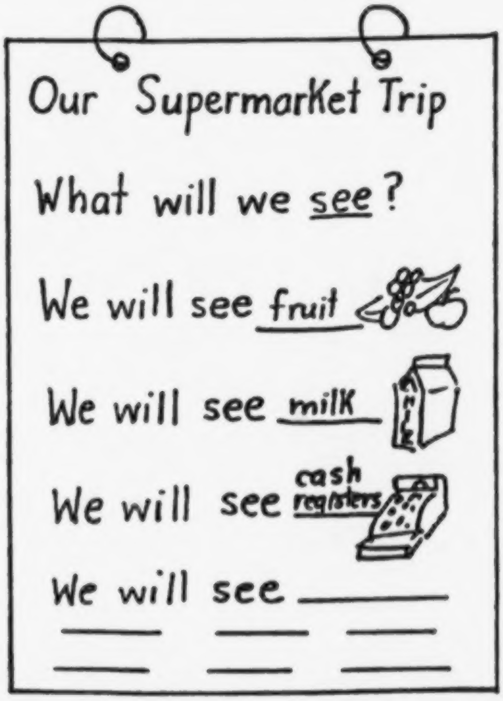
What We Know About The Supermarket.

1. My family gets food at the supermarket.
2. My big brother works at the supermarket.
3. I see trucks there.
4. I push the cart around the store.
5. There's a lot of food there.
6.

What We Want To Find Out About The Supermarket.

1. Where does the food come from? ________
2. What different foods can we get there? ________
3. Who works at the supermarket? ________
4. Why do they have refrigerators? ________

Children's expectations for the trip are recorded on the planning chart. The planning chart for the first visit to the supermarket may look like this:



Our Supermarket Trip

What will we see?

We will see fruit

We will see milk

We will see cash registers

We will see ________

DURING THE TRIP

In order to make the trip a productive learning experience, the teacher should keep these suggestions in mind:

- Collect all lunches and place them in a large plastic bag, leaving the children free to work on trip board activities.
- Help children focus their attention on specific points of interest.
- Encourage the children to observe carefully. For example, they might be asked to notice diverse groups of people, such as babies, men, women, storekeepers, handicapped individuals, and persons of different ethnicities.
- Support children's discussions about what they see.
- Encourage children to collect objects when this is appropriate.
- Take photographs to record the trip events.

AFTER THE TRIP

Organizing new information, clarifying data, and re-creating trip activities will give children a deeper understanding of their experiences on the trip. The teacher can provide children with many opportunities for maximizing the trip experience, including the following:

- Writing and Language Development
  - — record answers to questions on class charts.
  - — orally describe places or things viewed on the trip.
  - — orally describe the traveling process, including sequence of events, feelings on the vehicle, and favorite part of the trip.
  - — answer questions by recording responses on tape recorders; record follow-up discussion on tape.
  - — role play to review the trip experience.
  - — write or dictate captions for photographs taken on the trip.
  - — sequence photographs taken on the trip.
  - — write or dictate individual books about the trip, using photographs as illustrations.
  - — pantomime an action or event from the trip.
  - — contribute to a cooperative story, poem, or experience chart.
  - — look at books or filmstrips related to the trip.
  - — organize data recorded on trip board activity sheets.
  - — contribute to a class booklet.
  - — sing related songs.
- Art Media and Other Ways of Re-Creating the Trip
  - — create paintings or drawings.
  - — build with blocks or make wood models.
  - — cook foods related to an aspect of the trip.
  - — create a diorama or a group mural.
  - — make a map, using strips of paper or blocks.
  - — model with clay.
  - — make puppets or dolls.
- Mathematics and Science Experiences
  - — collect data and realia.
  - — sort, count, and classify.
  - — use senses to make observations.
  - — create graphs.

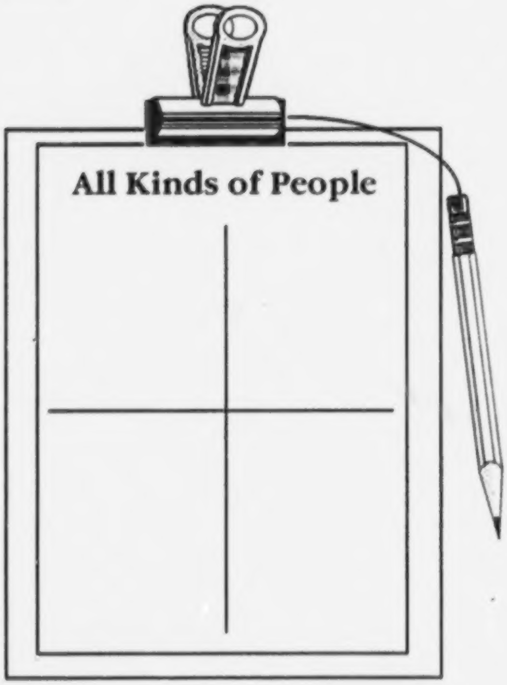
TRIP BOARDS

Trip boards enable children to carry worksheets that have been specifically designed for use during a field trip. These worksheets can be an outgrowth of class discussions about what will be seen on a forthcoming trip. Trip board activities help children focus on specific aspects of a trip. A variety of assignments may be given, such as recording sights en route, drawing something of interest, or indicating with a mark each time an object or a place is seen.

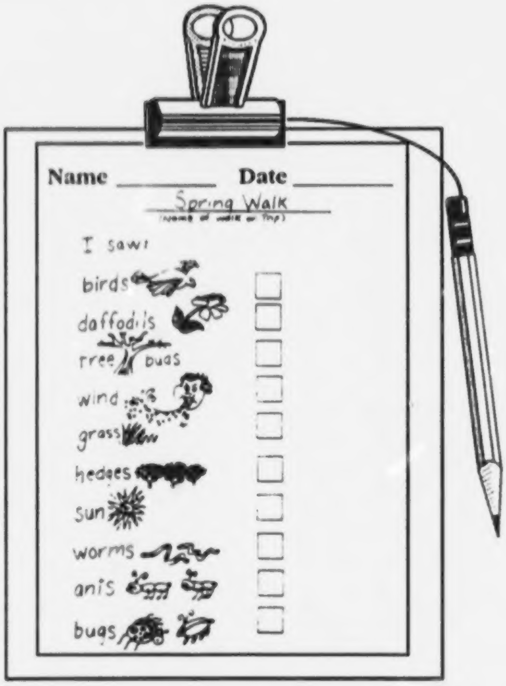
Trip boards can be used:

- to encourage careful observation.
- to help focus children's observations.
- for the collection of data.
- as a record of children's work.
- to help plan future activities.
- as pages in a Trip Book.

Trip boards can be made from a variety of materials, such as: cardboard, plywood, small chalkboards, shirtboards, or clipboards. A clothespin, paper clip, or easel clip can be used to fasten the worksheet to the trip board.

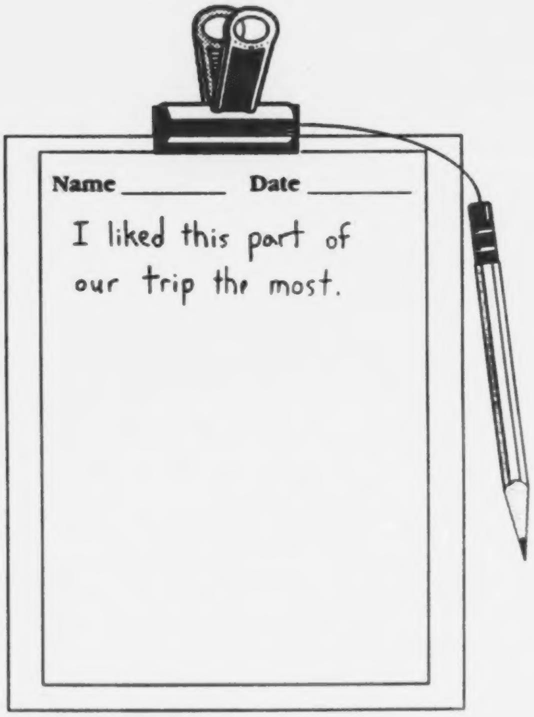


This trip board may be used on a neighborhood walk, during which children have been asked to observe diverse groups of people. The children may draw some of the people that they see.



This trip board may be used by first graders during a neighborhood walk to observe signs of spring.

A large chart, which is a replica of this trip board activity sheet, can be prepared by the teacher. After the trip, the teacher asks how many children saw each object. The children use their own sheets to respond. The teacher then records that information on the large chart.

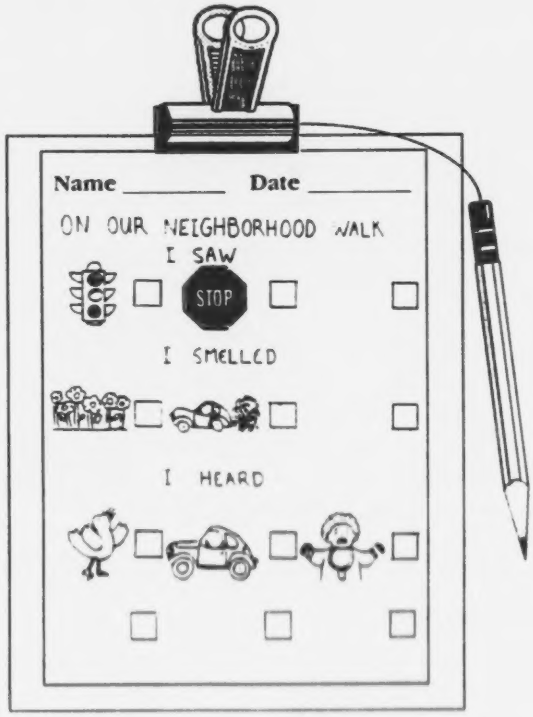


Name ________ Date ________

I liked this part of our trip the most.

The completed sheet from this trip board may be displayed on a bulletin board, or can become part of a class book.

Sensory Trip Board



Name ________ Date ________

ON OUR NEIGHBORHOOD WALK

I SAW

☐ STOP ☐ ☐

I SMELLED

☐ ☐ ☐

I HEARD

☐ ☐ ☐

☐ ☐ ☐

CONTINUITY AND ARTICULATION

Articulation through the grades is a process of sharing information about the child's prior experiences in school. At the end of the school year, the teacher records information that describes the child's accomplishments, progress, and areas in which the child needs additional help. This information is then shared with the receiving teacher, providing invaluable insights about the child's prior learnings and building continuity for both the children and the teachers as children move from first grade to second grade.

Continuity facilitates the process of incorporating all prior experiences into an appropriate education program which reflects the whole child. It is important for the first grade teacher to understand each child's heritage and background; this allows the acceptance and support necessary for a smooth transition at this stage of the child's life. In order to ensure continuity, the teacher recognizes diversity in the classroom and creates a rich, organized, and supportive environment which includes:

- appreciation and understanding of all racial, linguistic, and cultural groups.
- developmentally appropriate content.
- age-appropriate materials.
- effective early childhood teaching strategies.
- adequate space for individual, large-group, and small-group activities.
- awareness of children's needs, strengths, and interests.
- informal and formal parent involvement.
- inclusion of community resources in the curriculum.

Continuity is further ensured when there is communication between teachers of contiguous grades. When early childhood teachers coordinate their efforts and work toward common goals, they help to create a consistent, caring, structured atmosphere in which children will thrive. In order to establish program continuity between grades, teachers often share materials and equipment and plan together creatively. The teachers of kindergarten/first grade and first grade/second grade can meet in May or June, or at other times during the school year, to share informal records and samples of children's work. This supports adaptive instruction and the planning of appropriate tasks. Staff articulation strengthens relationships between programs and coordinates ongoing goals and expectations for each grade.

Children respond positively to schedule intervisitations and orientation activities between first grade/second grade classes. Visiting the classroom of their new teacher and seeing children working there helps the children to feel secure and "more grown-up". A follow-up activity for this orientation visit is having the first grade children write letters to the second grade children about their visit to the classroom.

A second grade child may visit a first grade class to give advice to the children about being in the second grade. In this activity, the first grade children are given an opportunity to informally ask questions and express their concerns.

Sample articulation forms for transitions from first grade to second grade, appear on the following pages.

A general orientation to the rest of the school helps the new second graders to develop a sense of belonging.

First grade is an important year in early childhood education. It builds a foundation upon which future educational progress is built. Communication between teachers, parents, administrators, and community members helps to create a more accurate understanding of each child's developmental needs, strengths, talents and interests. Insight gained as a result of these efforts permits the flexibility of curriculum and environment necessary for a successful multicultural/multilingual first grade class.

Articulation Checklist

From Grade One to Grade Two

Name ______________________________ Date ______________

First Grade Class ______________ First Grade Teacher ______________________

Second Grade Class ______________

	Yes	No	Sometimes
I. SOCIAL DEVELOPMENT			
A. Can child work in small groups?			
B. Can child work in a whole class setting?			
C. Can child use free time constructively?			
D. Can child adjust to new experiences?			
E. Can child work independently?			
II. INTELLECTUAL DEVELOPMENT			
A. Does child ask questions?			
B. Does child participate in class discussions?			
C. Does child think through a problem?			
D. Does child complete a task?			
E. Does child follow oral directions?			
III. PHYSICAL DEVELOPMENT			
A. Does child use small muscles appropriately (e.g., cutting, drawing)?			
B. Does the child print legibly?			

IV. ACADEMIC LEVEL

A. Commercial instructional programs (reading, mathematics, other)

Program(s)	Progress	Level Achieved

	Has Skill	Needs Improving	Lacks Skill
B. Reading Skills			
1. Phonics			
a. Can associate letter-sound relationships.			

B. **Reading Skills** continued

	Has Skill	Needs Improving	Lacks Skill
b. Identifies consonants.			
c. Identifies final consonants.			
d. Identifies vowel sounds.			
e. Identifies blend sounds in words.			
f. Utilizes word attack skills.			
2. Comprehension			
a. Can identify main idea.			
b. Can retell story in sequence.			
c. Can follow written directions.			
d. Makes inferences about the story.			
e. Uses picture clues.			
f. Uses contextual clues.			
C. Mathematics			
1. Understands one-to-one correspondence.			
2. Can identify fractional parts 1/2, 1/4, 1/3.			
3. Understands concept of place value in ones, tens, and hundreds.			
4. Understands process of addition and subtraction.			
5. Ability to tell time to the hour.			
6. Ability to use a ruler to the nearest 1".			
7. Solves word problems using reasoning skills.			

V. LANGUAGE DEVELOPMENT

A. The Limited English Proficient Child

1. Child's first language:______________________	Yes	No	Sometimes
2. Has child been involved in a bilingual program?			
3. Has child been involved in an ESL program?			
a. Self-contained bilingual classroom with ESL small group instruction.			
b. Self-contained classroom (the ESL teacher works with child in the classroom).			
c. Small group instruction pull-out program.			
4. English LAB Score __________ Date ____________			
B. The Native English-Speaking Child			
1. Does the child demonstrate an understanding of spoken language?			
2. Does the child learn and use new spoken vocabulary?			
3. Does the child share information and new ideas?			
4. Does the child communicate with peers and adults verbally?			

VI. CHILD'S SPECIAL CHARACTERISTICS

1. List child's special talents, abilities, or interests:

___

___

___

2. List areas of potential concern:

___

___

___

SECTION IV: DEVELOPING THEMES OF STUDY

DEVELOPING THEMES OF STUDY

Children come to school with previous life experience. They have found initial understandings and concepts about their own environment including those related to their own ethnicity and culture—home, family, school, and community. Children may or may not have had prior school experiences, but they all have a natural curiosity to explore and extend their environment. Curriculum must have relevance to the children in terms of their total life experience. Children have a natural commitment to those tasks which relate to their immediate environment.

As they engage in the curriculum's planned experiences, children develop and extend understandings, concepts, skills, and attitudes. The curriculum content must be conceptually understandable to the six-year-old child. For example, a study of technology, which includes the workings of a computer, would not be suitable to first grade children's maturational levels. However, studying about machines that people use would be appropriate for a first grader's interest and age.

The thematic approach to curriculum development provides for the integration of content areas and skills. It is composed of organized, sequentially developed experiences that promote the development of children's intellectual competencies and expand their understanding of the world. The thematic approach offers children a wide range of activities suitable for all learning styles. Incorporating a theme into the content areas creates a natural flow for learning. It gives children the varied background experiences needed for building a strong knowledge base and higher-level thinking skills. For instance, when children are engaged in sorting and classifying geometric shapes, they are not only applying mathematical skills but are acquiring new vocabulary as well.

In the integrated curriculum, content area activities are developed and interwoven around a particular interest or theme, such as "Friends." The flowchart for each theme illustrates the integration of the content areas and the correlation of skills and activities within that theme.

As the activities are carried out, the teacher extends the children's knowledge and fosters the development of skills and attitudes. The teacher engages in an ongoing assessment of the learning process and the learning environment to determine children's instructional needs and strengths. The possibilities for deepening, expanding, or limiting study are explored. The teacher should record additional activities on the flowchart for each theme.

BROAD-BASED GOALS FOR THEME DEVELOPMENT

- To understand that each child has a cultural and linguistic heritage which may be shared with others.
- To develop an awareness of one's feelings towards self and others.
- To recognize that there is a rich diversity in the human family.
- To realize that each person is unique and important.
- To recognize that we change by growing and learning about ourselves and others.

CHOOSING A THEME OF STUDY

When choosing a theme, the teacher takes into consideration whether it:

- is relevant to the children's interests and needs.
- is developmentally and/or age appropriate.
- will foster the development of skills.

- is valid in that the concepts, skills, and attitudes learned may be applied to real life.
- can be incorporated into the content areas.
- will foster an understanding of cultural and linguistic diversity.
- can be studied more deeply by reference to a variety of books, resources, and other materials.
- emphasizes people's interdependence.
- is as exciting and interesting to the teacher as it is to the children.
- evolves from the first grade curriculum.

MOTIVATIONAL TECHNIQUES

After a theme has been selected, one or a combination of approaches could be used to motivate children.

- Take a trip through the school or the neighborhood.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories, and poems that generate curiosity and interest.
- Stimulate discussion of the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme.
- Help them formulate what it is they wish to find out.

The duration of each theme depends on such factors as its interest to the children, appropriateness to the season, relevance to a current event, and depth of the learning experiences within it. Some learning experiences in a theme—such as movement activities—are ongoing, whereas making a terrarium may take a few days.

The sample themes presented in this manual are intended to illustrate specific plans for theme development, and they include suggested learning experiences. The flowcharts illustrate the learning experiences incorporated into each theme. These experiences are illustrative of the many others that should be developed by the teacher. Each experience is organized by curriculum area and lists materials, vocabulary, and follow-up activities. The format is designed to stimulate a wide range of responses from the children. Teachers are advised to consult the activities for Limited English Proficient (LEP) children found in *Children of the Rainbow—First Grade/ESL Edition*. These activities are geared to the themes and learning experiences in this manual. Children, however, should be taught in their first language when possible. Bilingual teachers of Spanish, Haitian, and Chinese should have the appropriate native language and ESL editions.

"Working with LEP Children," in *Section I: Planning for the First Grade*, assists the monolingual and bilingual teacher in providing direct ESL instruction to children with limited English proficiency.

Teachers must be aware that second-language learners have the same abilities as their classmates. Because they are not fluent in English, the teacher cannot rely exclusively on verbal instructions. Instructions given to the entire class must be altered for LEP children. The teacher must provide numerous examples in a variety of forms, and demonstrate what is to be done. Direct experiences, concrete objects, and extensive use of illustrations will greatly increase comprehension. Using illustrations when telling stories, practicing choral speaking, and singing action songs provide a wealth of linguistic input that can be shared by the entire class.

THEME A: WHAT'S IN A NAME?

The theme "What's in a Name?" is developmentally appropriate for first grade because names are among the first words children recognize in print and desire to write.

This theme is interdisciplinary and includes songs, fingerplays, rhymes, games, graphs, and opportunities for dramatization. Skills are taught using a variety of methods and creative activities which emphasize the natural individual interests and the backgrounds of the children. These activities can be included in the learning centers.

First grade children bring to school their personal experiences with culture, language, families, and friends. Planned activities which build on these understandings help children to develop academic skills and social values related to the multicultural dimensions of today's world.

BROAD-BASED GOALS

- To develop a sense of identity and self-esteem.
- To understand that names relate to people's heritage.
- To recognize that each language has its own names.
- To realize that animals live in specific habitats.

The experiences in the theme "What's in a Name?" include the following:

I. Names Identify People

  A. Parents/caretakers give children their names.

  B. Names tell about people's ethnic backgrounds.

  C. Names can be expressed in more than one language.

  D. Storybook characters' personalities can be reflected by their names.

II. Animal Names and Habitats

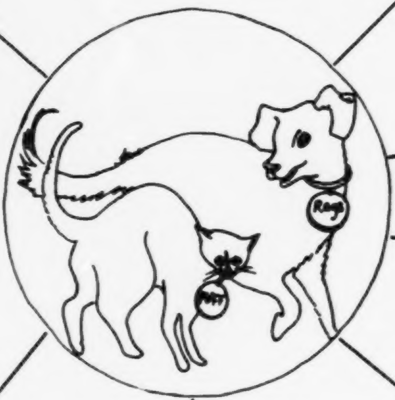
  A. Animals can be identified by their names.

  B. Each language has its own name for animals.

  C. Animal babies and pets have special names.

  D. Habitats are places where animals live.

What's in a Name?



Communication Arts

- Listening to stories
- Exploring the letters of the alphabet
- Distinguishing between real and imaginary
- Retelling stories
- Changing story plots and endings
- Connecting storybook characters' names with their personalities
- Appreciating poetry
- Contributing to group experience stories
- Recording information
- Writing stories about animals
- Using computers to design invitations
- Learning the Braille alphabet, sign language, and fingerspelling
- Practicing penmanship
- Associating letters with their sounds
- Making ABC books
- Composing lists
- Making semantic webs
- Sharing original books
- Creating class big books

Art

- Making mobiles
- Creating puppets
- Designing a filmstrip projector
- Making shoebox dioramas
- Creating puzzles
- Exploring media
- Using glue, paste, and scissors
- Making tactile letters

SCIENCE

- Adopting a class pet
- Finding out about animal habitats
- Identifying animals by physical characteristics
- Learning animal sounds
- Discussing pet behaviors
- Analyzing data

Health/Cooking

- Making edible habitats
- Discussing care of class pet
- Learning safety precautions when dealing with animals
- Protecting the health and safety of animals
- Choosing proper food and environment for class pet
- Learning about animals and their offspring

Music/Movement

- Performing alphabet aerobics
- Singing alphabet songs
- Using body movement to make alphabet shapes
- Reciting fingerplays, rhymes, chants, and poems
- Playing games

Mathematics

- Counting letters in names
- Making bar graphs
- Interpreting information from bar graphs
- Locating numerals in the home, school, and neighborhood
- Distinguishing between least and most
- Finding out about equivalent sets
- Using non-standard measurement
- Making number booklets
- Exploring number facts through stories
- Learning numerical fingerplays and poems

Social Studies

- Associating people's heritage with their names
- Exploring origins of family names
- Using maps and globes to find places of origin
- Learning Native American names for animals
- Visiting a zoo
- Using a trip board
- Developing respect for cultural diversity
- Learning that all families have a history

THEME A: LEARNING EXPERIENCE I

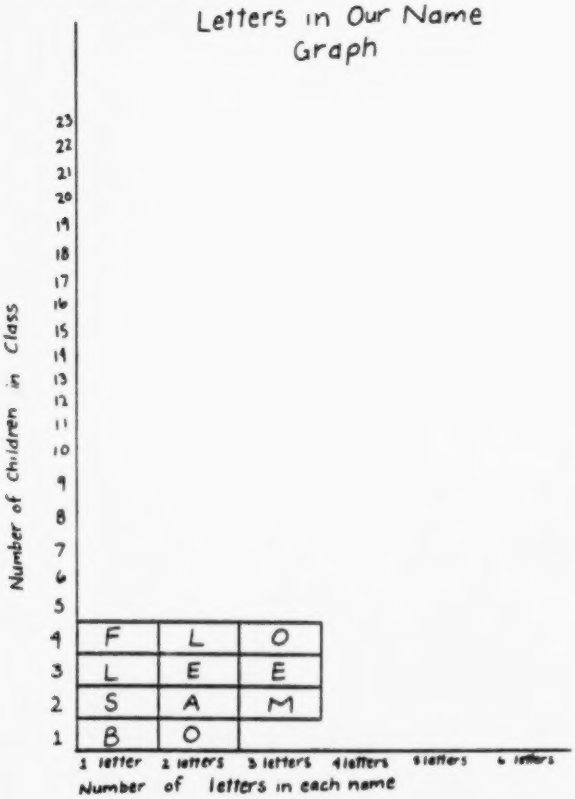
NAMES IDENTIFY PEOPLE

Concepts:

- Parents/caretakers give children their names.
- Names tell about people's ethnic backgrounds.
- Names can be expressed in more than one language.
- Storybook characters' personalities can be reflected by their names.

Preliminary Activity:

Children write each letter of their names on individual post-its, and line up the letters in sequence. Children count the number of letters in their own names. The class comes together in a circle. Children can then compare the number of letters in each other's names.



WHAT'S IN A NAME?

1. Write your full name:

2. Who gave you your name?

3. Why was this name chosen?

4. If you could change your name, what would it be?

5. The Native Americans often have names that describe something about them or compare them to something in nature. Examples are White Elk, Thunder Cloud or Spotted Deer. If you could make up such a name for yourself, what would it be?

CURRICULUM AREA: MATH

Materials:

3" x 5" cards, markers, crayons, bar graph chart, tape or glue

Vocabulary:

bar graph
columns
more than/less than
most/least
rows
same/different

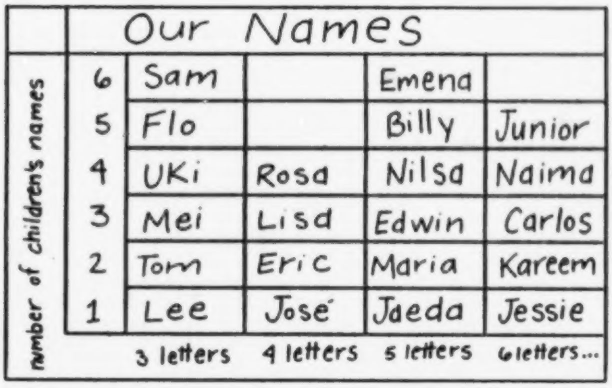
Experience:

The children can:

- write their first names on index cards.
- count the letters in their names.
- glue or tape their names into the appropriate column on the bar graph.

The teacher can:

- discuss which names have the most letters.
- discuss which names have the least letters.
- discuss which names have the same number of letters.
- discuss which columns have the most names.
- discuss which column has the least names.
- discuss which column has the same amount of names.
- ask the children for any other observations they can make from the bar graph.



Our Names

number of children's names	3 letters	4 letters	5 letters	6 letters...
6	Sam		Emena	
5	Flo		Billy	Junior
4	UKi	Rosa	Nilsa	Naima
3	Mei	Lisa	Edwin	Carlos
2	Tom	Eric	Maria	Kareem
1	Lee	José	Jaeda	Jessie

- The teacher can record the information elicited from the children on an experience chart. For example:

We counted the letters in our names.	Nilsa
The column with 4 letters has the least names.	Jose
The longest names have 6 letters.	Augie
My name has 5 letters.	Jaeda

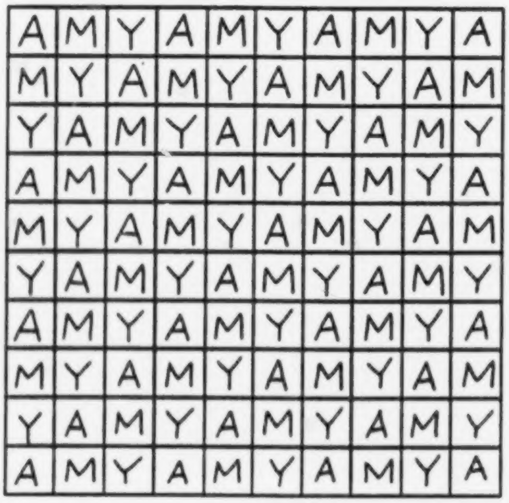
Follow-up:

The teacher can:

- make a 10-box by 10-box grid for each child.

The children can:

- fill up all the spaces in the grid by writing their names repeatedly.
- mark each letter with its own color (e.g., color all A's red, all B's green).
- create a "key" to explain which color is used for each letter (e.g., red=A, green=B).
- recognize the pattern that appears in their grid.



A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A
M	Y	A	M	Y	A	M	Y	A	M
Y	A	M	Y	A	M	Y	A	M	Y
A	M	Y	A	M	Y	A	M	Y	A

CURRICULUM AREA: ART

Materials:

paper, crayons, markers, glue, tactile materials (e.g., sand, glitter, beads, beans, macaroni, buttons)

Vocabulary:

initials
trace

Experience:

Read *Adelaide to Zeke* by Janet Wolf.

The children can:

- draw large letters of their first initial.
- trace the letter with glue.
- cover the glue with one of the tactile materials.

Follow-up:

Read the poem below or sing the song "If Your Name Starts With..." The children can hold up their tactile letters as they do the accompanying action.

If Your Name Starts With. . . . *

If your name starts with A, B, or C,
Stomp your feet and count to three.
If it starts with D or E,
Pretend you are dancing like a flea.
If it starts with F or G,
Wave your hands and look at me.
If it starts with H or I,
Raise both hands way up high.
If it starts with J or K,
Shake one foot, yes you may.
If it starts with L, M, or N,
Walk like a bear coming out of its den.
If it starts with O, P, or Q,
Bend way down and touch your shoe.
If it starts with R, S, or T,
Flap your wings like a busy bee.
If it starts with U, V, or W,
Hop around like a kangaroo.
If it starts with X, Y, or Z,
Point your finger and shout, "That's me!"

If Your Name Starts With**

(Sung to the tune of "If You're Happy and You Know It") Key: F Major

F F C7
If your name starts with *A* turn around
C7 C7 F
If your name starts with *B* touch the ground.
B♭ B♭ F
If your name starts with *C* then stand up and
F
touch your knee.
C7 C7 F
Clap your hands if your name starts with *D*.

F F C7
If your name starts with *E* wink your eye
C7 C7 F
If your name starts with *F* try to fly.
B♭ B♭ F
If your name starts with *G* blow a kiss up
F
here to me.
C7 C7 F
If your name starts with *H* say "Hee Hee!"

F F C7
If your name starts with *I* tap your toe
C7 C7 F
If your name starts with *J* say "Ho Ho!"
B♭ B♭ F
If your name starts with *K* then stand up
F
and start to sway.
C7 C7 F
If your name starts with *L* say "Ole!"

F F C7
If your name starts with *M* make a smile
C7 C7 F
If your name starts with *N* shake awhile
B♭ B♭ F
If your name starts with *O* put your elbow
F
on your toe.
C7 C7 F
If your name starts with *P* say "I know!"

F F C7
If your name starts with *Q* raise your hand
C7 C7 F
If your name starts with *R* you should star
B♭ B♭ F
If your name starts with *S* you should pat
F
your head, I guess.
C7 C7 F
If your name starts with *T* say "Oh, yes!"

F F C7
If your name starts with *U* touch your eye
C7 C7 F
If your name starts with *V* pat your thigh.
B♭ B♭ F F F
If your name starts with *W, X, Y,* or *Z*
C7 C7
Then stand up and take a bow and say
F
"That's me!"

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* *The Sourcebook: Activities for Infants and Young Children,* George W. Maxim (Columbus, OH: Merrill, 1990). Permission pending.
** *Sing and Learn,* Carolyn Meyer and Kel Pickens (Carthage, IL: Good Apple, 1980). Permission pending.

CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:

Handmade ABC, by Linda Bourke; split peas; glue; paper

Vocabulary:

aerobics
alphabet
Braille
sign language

Experience:

The teacher can:

- explain that the poem below is about the shapes of capital letters and tell the children to try to see the letters with their imaginations.
- display an alphabet chart.
- read the following poem:

O is as round as a big red ball[*]

O is as round as a big red ball.
T stands straight, upright and tall.
W is a zigzag, and so is Z.
S is as curvy as curvy can be.
B has two bumps, while P has one.
A looks like a tent ready for fun.
J is like the handle of an umbrella.
X looks like quite a mixed-up fella.
Y has two arms reaching way out wide.
Q is like O with a tongue outside.
Now we've all made letters from A to Z,
Bringing them to life for all to see!

The children can:

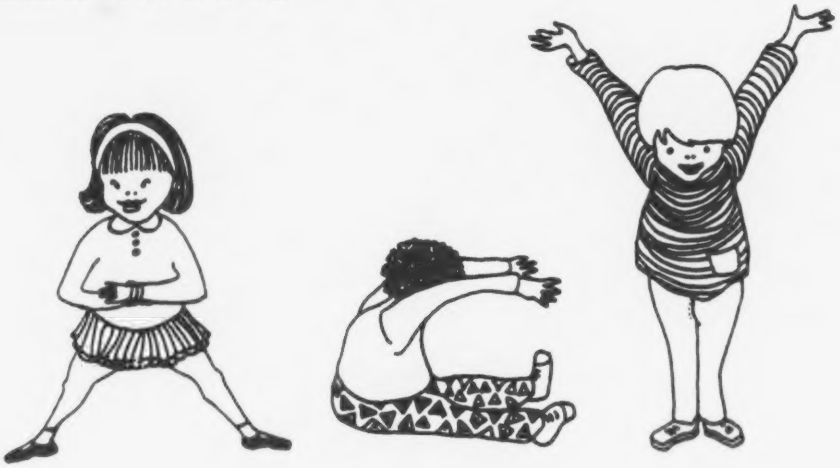
- listen to the poem again, this time acting out letters of the poem.
- play a game making the letters as the teacher calls them out.
- spell their names by making letter shapes with their bodies.

Additional Resource:

The teacher can read *Grover's Own Alphabet,* by Sal Murdocca (A Sesame Street Book), which shows Grover doing alphabet aerobics.

Follow-up:

- Read *Handmade ABC* to the class. Children can practice the sign alphabet, fingerspelling their initials or their names.
- Introduce the Braille alphabet. The children can write their names in Braille or label pictures with the Braille letters. (see next page).



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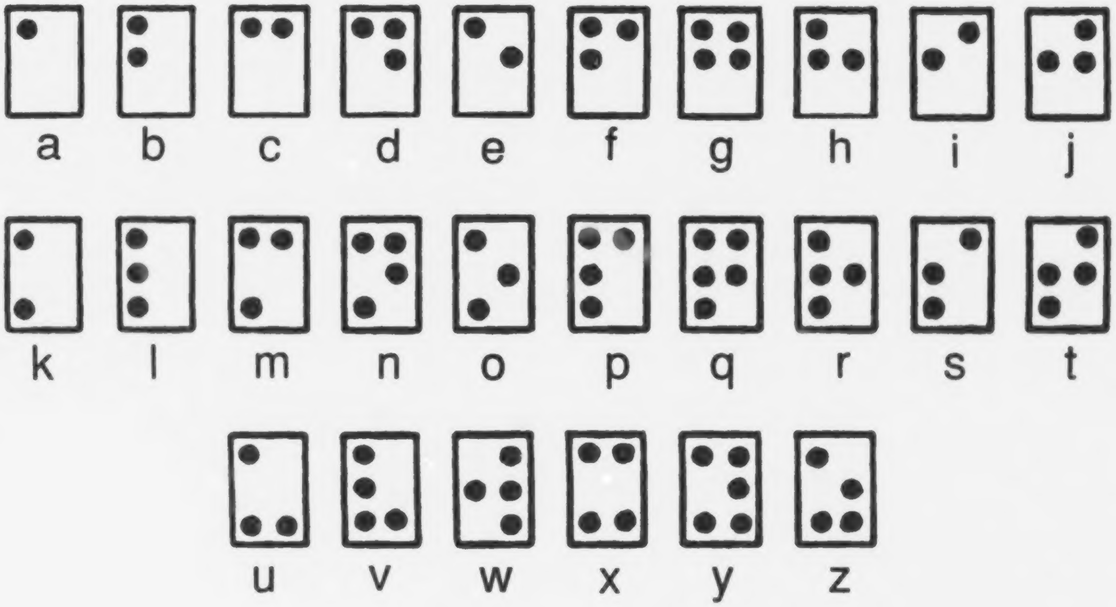
[*] *All-Year Fun/Macmillan Seasonal Activity Packs.* Permission pending.

YOUR NAME IN BRAILLE

Directions:

Put each letter on a 2″ x 3″ piece of tagboard. Make Braille letters by gluing split peas onto each tagboard card. Then staple all 26 tagboard cards to a large piece of heavy paper.



○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○	○○ ○○ ○○

1. Print your first name neatly in the top row of boxes. Put one letter in each box.
2. Look at the Braille alphabet. Then, use your pencil to lightly color in the correct dots below each letter to spell your name in Braille.
3. Glue the split peas to each circle you have colored in with your pencil. Print the words and make dots with your pencil to spell the words in Braille.

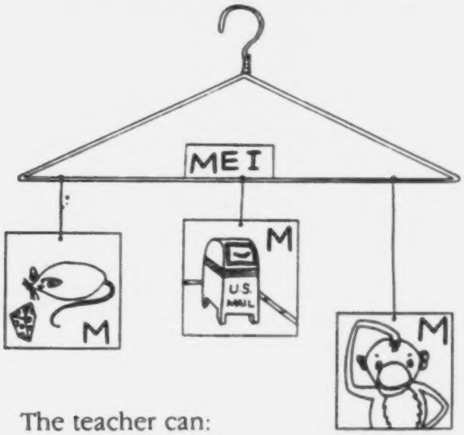
CURRICULUM AREAS:
ART/COMMUNICATION ARTS

Materials:
wire hangers, dowel rods, small branches, or pipe cleaners, catalogues and magazines, drawing materials, paper, glue, colored yarn or thread, pre-cut shapes of construction paper, hole puncher

Vocabulary:
beginning sounds mobile

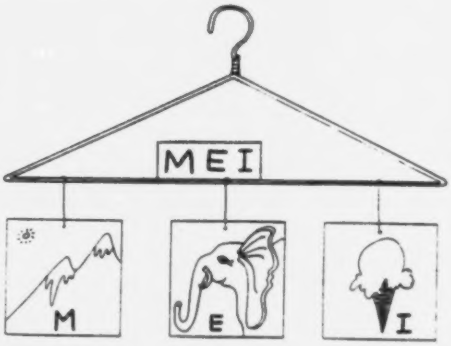
Experience:
The teacher's name is written on the board. The children brainstorm words that begin with the same initial sound as the teacher's name. The teacher records this list on the board.

The children can:
- write their first names on paper.
- cut out or draw pictures of things they like that begin with the same initial sound as their names.
- glue pictures to the pre-cut paper.



The teacher can:
- help the children punch a hole in each picture.
- help the children tie their pictures to the base of the mobile.

Optionally, the children can cut out or draw pictures that begin with the same sound as each letter in their name.



Follow-up:
Materials:

markers, 2" x 2" paper, glue or tape, butcher paper or bulletin board paper

The teacher can:
- make a grid of 2" squares on the butcher paper.
- make the grid 26 squares across and 10 squares high.
- write a letter of the alphabet under each square.

The children can:
- print their own names on a square of paper.
- glue or tape their names onto the grid above their initial letter.

The teacher can ask:
- Are all the names in the right place?
- Which column has the most names?
- Which column has the least names?
- Do any of the columns have the same number of names?
- Do any of the columns have no names?

With What Letter Does Your Name Begin?

5										Janine																
4										Jacola						Pat				Tina						
3										Jim						Paola				Tom						
2										Jose						Pam			Sue	Ted						
1	Anna	Bill			Edwin			Harry		John	Kareem	LaToya	Mei	Nilsa		Paul		Rob	Sammy	Theresa		Valerie	Willy		Yung Lee	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

CURRICULUM AREAS: SOCIAL STUDIES/MATH

Materials:

large world map, pushpins, globe, different colored yarn, multilink cubes, chart paper, markers

Vocabulary:

country
distance
immigration
measure
migration
state
travel

Experience:

The teacher can:

- help the children locate their or their caregivers' countries or states of origin.
- help the children mark the route between New York City and the country or state of origin.

  Note: If the purpose of this lesson is to show places of origin, a wall map and pushpins are sufficient for the activity. But if the class is measuring the distance between New York and a country of origin such as Japan, children need to use a globe to see that there are two possible ways to plot distance: (1) from New York City, eastward over the the Atlantic Ocean, the European and Asian continents to Japan; and (2) from New York City, westward over the United States and the Pacific Ocean to Japan.
- discuss the shape of the globe. How is it similar to a circle? How is it different?

The children can:

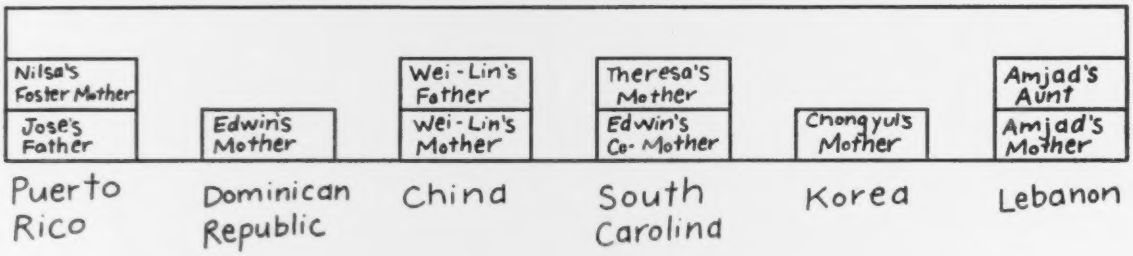
- use cubes or blocks to measure the distance of the yarn routes. Compare the distances.
- discuss how their language and heritage may have influenced the choice of their names.

Follow-up:

The children can make a bar graph showing how many caregivers come from each country.

The teacher can ask:

- Are there any similarities among the names in each column?
- Do the names tell us about where your families come from?
- How can you tell people's heritages by their names?



Culminating Project

LEARNING EXPERIENCE I: NAMES IDENTIFY PEOPLE

Materials:

traditional storybook, experience chart tablet, markers, drawing paper, crayons, materials to make puppets. computers and Print-Shop disk (optional)

Vocabulary:

author	personality
character	re-write
characteristic	trait

Preliminary Activity:

The teacher can:

- read *Little Red Riding Hood* to the class.
- elicit and record the names of the characters from the children (the Big Bad Wolf, the Woodcutter, Grandmother, etc.).
- discuss how names set a mood and give clues to the character's personality. Use examples from the story.

Experience:

The children can:

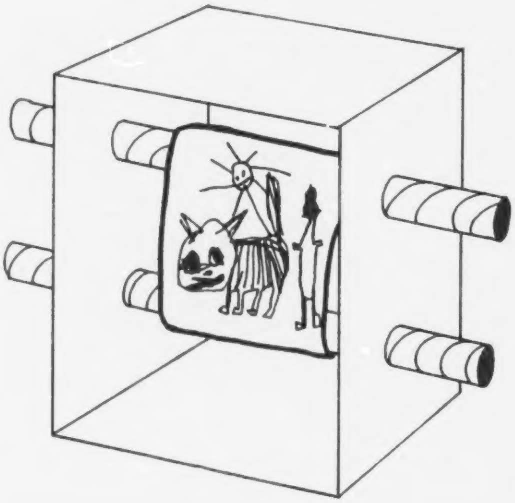
- brainstorm a list of names to be used in a new, re-written version of the story (e.g., Little Neon Surfer Girl, the Lifeguard, the Big Bad Jellyfish, etc.).
- vote on the names to use in the class version.
- suggest a sequence of story events involving the new characters.

The teacher can:

- record the re-written story on chart paper.
- help the children to read it together.

Follow-up:

- Create puppets for the new version of the story. Make a puppet theater using cardboard boxes, refrigerator cartons, overturned desks, etc.
- Use the Print-Shop disk to create computerized invitations, or have the children draw and write their own, to invite another class or their caretakers to see the show. Be sure to include the time, location, date, title, and authors on the invitations.
- Make a "filmstrip" as follows:
  - — The children can illustrate each story event on drawing paper.
  - — Tape all the pictures together vertically to make a scroll.
  - — Cut out the side of a cardboard box. This is the screen for the filmstrip.
  - — Cut holes in the side of the box large enough for paper towel rolls or dowels which will act as rollers.
  - — Slip in the rollers.
  - — Tape each end of the scroll to a roller.
  - — Don't forget to include a title page and an author page!
  - — Roll your filmstrip to see the story.
  - — The children may also tape record the story to play as the filmstrip rolls.



Filmstrip Projector

- Discuss geometric shapes as they relate to the filmstrip projector (e.g., box, rectangle, square, cylinder). Ask:
  - — Why is a cylinder needed? Why wouldn't square holders work? Why does a cylinder work (i.e., what are the properties of a cylinder)?

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LEARNING EXPERIENCE I: NAMES IDENTIFY PEOPLE

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THEME A: LEARNING EXPERIENCE II

ANIMAL NAMES AND HABITATS

Concepts:

- Animals can be identified by their physical characteristics.
- Each language has its own name for animals.
- Animal babies and pets have special names.
- Habitats are places where animals live.

Preliminary Activity:

- Read Grover's *Book of Cute Little Baby Animals* by B.G. Ford, or *Animal Babies* by Harry McNaught.
- Ask children to recall the names of the animals and their babies.
- Record the response on chart paper as suggested:

Animal	Baby
zebra	colt
horse	foal
cow	calf
dog	puppy
rabbit	bunny
pig	piglet
chicken	chick

Children may be asked to share the names they call the listed animals in their home languages. The other children may be given opportunities to repeat the names in order to learn the new words.

When I see a cat, I call it a cat
but others call it *gato*. (Spanish)

When I see a dog, I call it a dog
but others call it *perro*. (Spanish)

When I see a bird, I call it a bird
but others call it *oiseau*. (French)

When I see a fish, I call it a fish
but others call it *poisson*. (French)

The name grid may be continued using name words in English and other languages. For example:

Dog	Perro
Cat	Gato

CURRICULUM AREAS: COMMUNICATION ARTS/MATHEMATICS

Materials:

name pair grids

Experience:

The teacher can:

- distribute name pair grids to the children.

The children can:

- write the name of an animal of the top line of the grid and the name of its baby on the bottom line.
- count the letters in each name and write the appropriate numeral in the space provided.

How many letters?

C	h	i	c	K	e	n			7
C	h	i	c	K					5

P	i	g							3
P	i	g	l	e	t				6

D	o	g							3
P	u	p	p	y					5

- compare the number of letters in each pair of words using > and < symbols.
- derive number sentences such as

7 - 5 = 2
7 + __ = 9
7 = 7

CURRICULUM AREAS: COMMUNICATION ARTS/MUSIC

Materials:

chart paper, markers, poems about animal sounds, flash cards with sound words (e.g., moo, oink, bow wow, hiss) and animals' names

Experience:

The teacher can:

- Recite "Bow-wow, Says the Dog" with the children.

Bow-wow, Says the Dog*

Bow-wow, says the dog;
Mew, mew, says the cat;
Grunt, grunt, goes the hog;
And squeak, says the rat.
Who-o-o-o, says the owl;
Caw, caw, says the crow;
Quack, Quack, goes the duck;
And moo, says the cow.

- Elicit from the children the sounds animals make.
- Write the sounds on chart paper next to each animal's name as suggested below.

Animal	Sound
dog	bow-wow
pig	oink
cat	mew-mew
owl	who-o-o
duck	quack
cow	moo
horse	neigh

The children can:

- sing "Old MacDonald Had a Farm" and include the animals and sounds on the class chart.
- share the sounds animals make in their home languages.

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* *The Sourcebook: Activities for Infants and Young Children*, George W. Maxim (Columbus, OH: Merrill Publishing, 1990), p. 181. Permission pending.

- learn a farm poem from South America in English and in Spanish. Children who are conversant in Spanish may help others to pronounce the Spanish words.

My Farm

Come and see my farm,
It is so beautiful.
Come and see my farm,
It is so beautiful.

The little chicken goes like this:
"pio-pio"
The little chicken goes like this:
"pio-pio"

(Chorus)
O come, my friend, o come my friend,
Come along, come along with me.
O come, my friend, o come my friend,
Come along, come along with me.

The little puppy goes like this:
"guau-guau"
The little puppy goes like this:
"guau-guau"

(Chorus)
O vas, camarada, vas camarada
Vas, o vas, o vas.
O vas, camarada, vas camarada
Vas, o vas, o vas.

(same first 4 lines as Verse 1)
The little pig goes like this:
"oink-oink"
The little pig goes like this:
"oink-oink"

(Repeat chorus in English and in Spanish)

Follow-up:

The teacher may prepare two sets of flashcards, one with the names of the animals and another with the sounds the animals make. The sound cards may be placed on the chalkboard ledge and the name cards distributed to the children. (Try to have enough cards for each child to participate.)

Children can be asked to name the animal on the flashcard and select its matching sound.

> My card is cat.
> The cat says, "Mew, mew."
>
> My card is duck.
> The duck says, "Quack."

Another version of the game would be to distribute name and sound cards to the children and ask them to find the matching ones:

> "I am a cat.
> Who has my sound?"
>
> "I am a dog.
> Who has my sound?"

As an enrichment, the children can learn the poem, "Where Do These Words Come From?" All of the English names in this chant are derived from Native American languages.

Where Do These Words Come From?*

Hominy, succotash, raccoon, moose.
Succotash, raccoon, moose, papoose.
Raccoon, moose, papoose, squash, skunk.
Moose, papoose, squash, skunk, chipmunk.
Papoose, squash, skunk, chipmunk,
muckamuck.
Skunk, chipmunk, muckamuck, woodchuck.
— *Charlotte Pomerantz*

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* *Sing A Song of Popcorn*, selected by Beatrice Schenk de Regniers (New York: Scholastic Inc., 1988). Permission pending.

CURRICULUM AREA: ART

Materials:

magazines, zoo brochures, glue, scissors, crayons, markers, 3" x 5" cards

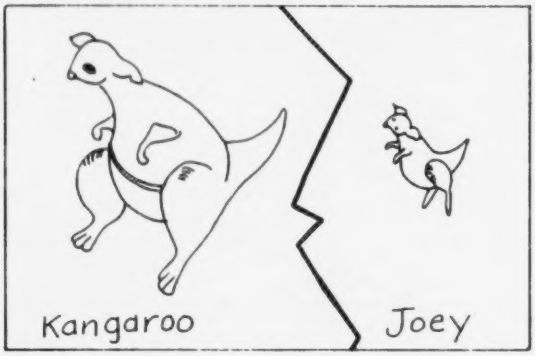
Vocabulary:

match
puzzle
zigzag

Experience:

The teacher can:

- demonstrate how to create animal puzzles by cutting 3" x 5" cards in a zigzag pattern and pasting or drawing a picture of an adult animal on one part and its baby on the other.
- label each picture with its proper name.



The children can:

- create puzzles of animals and their babies.
- label the pieces.
- play a matching game with friends.

Follow-up:

The puzzle pieces may be placed in a container in an appropriate Learning Center so that children may share their experiences.

CURRICULUM AREAS: SCIENCE/COOKING

Materials:

electric burner, pot, large cooking spoon, waxed paper, recipe ingredients, chart paper

Vocabulary:

cave
den
farm
habitat
jungle
lair
mix
mold
nest
pond
stir
tree
warren
zoo

Experience:

The teacher can:

- display pictures or books showing animals in their natural habitats (e.g., *Who Lives Here* by Dorothy Barlowe, or *Home for a Bunny* by Margaret Wise Brown.)
- discuss the places where animals live.
- ask the following questions:
  - — Why do you think this animal has that kind of home?
  - — How did the animal find or make its home?
  - — Could it live anywhere else?
  - — How is its home like people's homes?
  - — What other animals could live in a similar place?
  - — Do you think the home might get crowded? Why?

The children can:

- — draw pictures of animals and their homes.
- — write about their pictures.

My animal is a ____________.

It lives in a ______________.

Follow-up:

- The class may enjoy a snacking experience. Children can make edible nests by using the recipe displayed on chart paper.

BIRD'S NEST RECIPE

1 stick of butter
1 bag marshmallows
1 box Kellog's All Bran cereal or thin chow mein noodles
Jelly beans or M&M's

1. Melt butter.
2. Add marshmallows and stir until blended.
3. Remove pot from heat. Mix in noodles or cereal.
4. When mixture is cool enough to touch, the teacher may place a portion on waxed paper for each child to form into a bird's nest. The children can count a few jelly beans (speckled, if available) or M&M's to place in the nests for "eggs." Enjoy!

- Show students how a stick of butter may be divided into tablespoons by referring to the divisions indicated on the wrapper. Show how weight in ounces in indicated on food packages for products such as marshmallows, cereal, noodles, candy, etc.

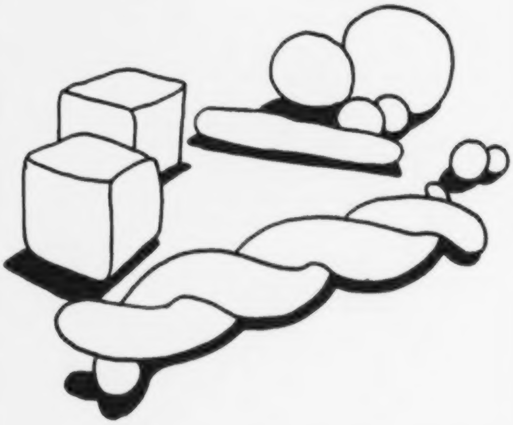
- The children may also create can-eat caves from fundough. Use the recipe below.

PEANUT BUTTER AND HONEY CAVES

1 cup peanut butter
1 cup honey
2 cups powdered milk

Supervise as you have children follow these steps:

1. Mix all ingredients together in a bowl.
2. Add more powdered milk if necessary to make a workable dough.
3. Form the dough into balls and shape into caves.



CURRICULUM AREAS:
MATH/COMMUNICATION ARTS

Materials:

fingerplays and rhymes

Vocabulary:

hay stack
pen
perching
tumbling

Experience:

The teacher can invite the children to learn fingerplays and rhymes about animals which contain number concepts. Samples are presented in this section.

Ten Little Chicks*

Two little chicks looking for some more.
(Hold up two fingers)
Along came another two and they made four.
(Hold up two more fingers)
Four little chicks getting in a fix,
Along came another two and they made six.
(Continue to add more fingers as indicated)
Six little chicks perching on a gate,
Along came another two and they made eight.
Eight little chicks ran to the pen,
Along came another two and they made ten.
Run to the haystack,
Run to the pen,
Run little chicks,
Back to mother hen!
(Move all ten fingers back and forth and end by crossing arms and hiding hands under arms.)

Five Little Bears*

Five little cubby bears,
Tumbling on the ground. *(Roll hands over.)*

The first one said,
"Let's look around." *(Hold up thumb.)*

The second one said,
"See the little bunny."

(Hold up index finger.)

The third one said,
"I smell honey." *(Hold up middle finger and sniff)*

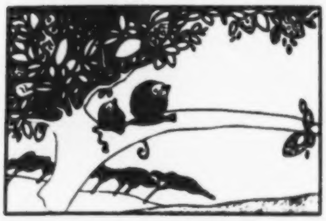
The fourth one said,
"It's over in the trees." *(Hold up ring finger.)*

The fifth one said,
"Look out! Here come the bees!"
(Hold up little finger, as fingers of other hand pretend to buzz about.)

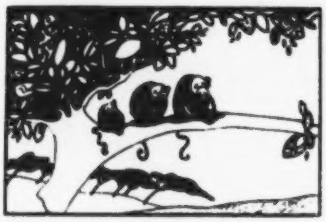
- Write ordinal numbers that correspond to the poem: 1st, 2nd, 3rd, 4th, 5th, etc.

Four Little Monkeys*

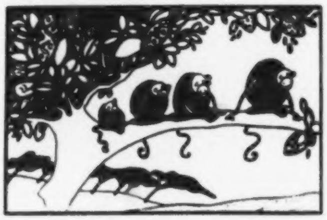
(Hold up appropriate number of fingers throughout.)



Two little monkeys sitting in a tree,
Were joined by another and that made three.



Three little monkeys in the tree did play,
They chattered and chattered in a happy way.
Three little monkeys wishing for one more,



Another came to join them and that made four.
Monkeys, monkeys, how many do I see?
Four little monkeys sitting in a tree.

- Write addition number sentences that correspond to the poem:

2 + 1 = 3   3 + 1 = 4

* *The Sourcebook: Activities for Infants and Young Children* George W. Maxim (Columbus, OH: Merrill Publishing, 1990). Permission pending.

Five Enormous Dinosaurs[*]

(Start with five fingers held up,
then fold them down one at a time.)

Five enormous dinosaurs,
Letting out a roar!
One went away,
And then there were four.

Four enormous dinosaurs,
Crashing down a tree,
One went away,
And then there were three.

Three enormous dinosaurs,
Eating tiger stew,
One went away,
And then there were two.

Two enormous dinosaurs,
Having lots of fun,
One went away,
And then there was one.

One enormous dinosaur,
Afraid to be a hero,
He went away,
And then there was zero.

- write subtraction number sentences that correspond to the poem:

$5 - 1 = 4$

$4 - 1 = 3$

$3 - 1 = 2$

$2 - 1 = 1$

$1 - 1 = 0$

Follow-up:

Select one of the fingerplays or rhymes for the children to illustrate page-by-page to make a Class Big Book. The verses may then be written on the appropriate pages with number sentences alongside them.

CURRICULUM AREAS: COMMUNICATION ARTS/ART

Materials:

chart paper, markers, art materials

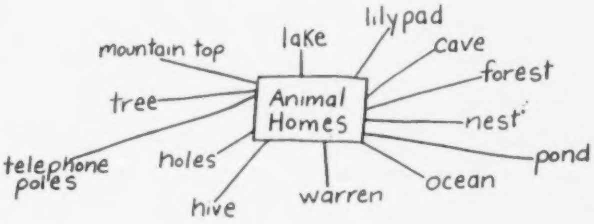
Vocabulary:

air
environment
habitat
land
water

Experience:

The teacher can:

- ask the children to think of the kinds of places where animals live. Prepare a semantic web.



The children can:

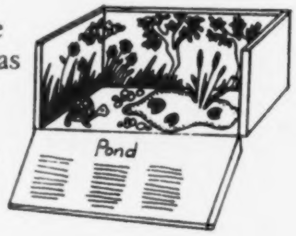
- categorize the brainstorming:

PLACES ANIMALS LIVE (HABITATS)

Land	Air	Water
forest	nest	ocean
hole	tree	river
warren	hive	lily pad
mountain top	telephone poles	pond

Follow-up:

A simple shoebox can bring habitats to life for the children. Ask each child to select a habitat: forest, ocean, desert, farm, rain forest, mountain. Have them create shoe box dioramas which depict the habitat and the animals who live there.



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[*] *The Sourcebook: Activities for Infants and Young Children* George W. Maxim (Columbus, OH: Merrill Publishing, 1990). Permission pending.

CURRICULUM AREAS: SOCIAL STUDIES/WRITING

Materials:

Books about pets, such as:

- *Harry the Dirty Dog* by Gene Zion
- *Whistle for Willie* by Ezra Jack Keats
- *Curious George* by H.A. Rey
- *Clifford the Big Red Dog* by Norman Bridwell

drawing paper, crayons, markers, picture books and magazines with photographs of actual animals (e.g., *Ranger Rick, National Geographic*)

Vocabulary:

appearance
behavior
characteristics
initial sounds (alliteration)
pet

Experience:

The teacher may:

- read books about pets with names to the children.
- ask the following questions:
  - — What was the pet's name?
  - — Why do you think that name was chosen?
  - — Can you think of another name for the pet?
  - — What did the pet's name tell about its behavior, characteristics, or appearance?

The children can:

- select a pet (it can be imaginary).
- give the pet a name.
- draw a picture of the pet.
- write or dictate why the name was chosen.
- estimate the cost of purchasing a pet and the cost of its food and supplies.

My pet is a dog.
He has black fur.
I call him Blacky.

My pet is a dragon.
It spits fire.
I call it Flamo!

Follow-up:

Gerbils, guinea pigs, and goldfish make good classroom pets and provide opportunities for children to learn more directly about animal needs. Goldfish, mealworms, snails and hermit crabs are other possible choices.

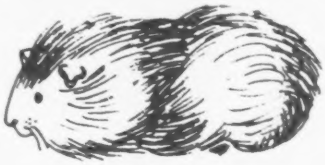
The class can decide upon the type of pet to purchase, how to cover the costs, and the items required to care for it. Pets can become interesting and valuable science materials in the classroom.

Gerbils are clean, playful animals requiring little care, so they make an almost ideal classroom pet. Active and gregarious, they must be kept in pairs or they will die of loneliness. Gerbils are usually kept in a wire cage or aquarium with a screen on top. The cage is lined with newspaper and corn cobs, which form a hygienic bed for the gerbils' wastes. Gerbils delight in gnawing on the cobs and shredding the newspaper until they have collected material for their sleeping quarters: they completely cover themselves with the shredded newspaper and shavings mixture as they sleep. The gerbil cage should include a special water bottle, an exercise wheel, and an aluminum can for small moments of privacy. Do not buy a plastic gerbil cage or accessories made from plastic as gerbils will gnaw and chew through anything softer than metal or glass.

Gerbils reproduce readily and often have a litter every month or two. Children delight in watching the mother and father care for the tiny pink babies, but the frequency of reproduction often results in extreme crowding. You will be better off selecting two gerbils of the same sex unless you have an extra cage for the babies.

Feed the gerbils a mixture of grains, cereals, breads, or vegetables such as carrots or lettuce. A hanging water bottle with a tubular extension provides what little water these desert animals need.

Note: Discuss with the class finding weekend and vacation "pet sitters" who can get permission to take care of the pets.



Guinea pigs, in contrast to the active gerbil and hamster, are very quiet, docile animals who are content to cuddle and snuggle in a person's arms. Their cage should be similar to the gerbil cage, but with more shavings or straw to absorb greater amounts of moisture. Because guinea pigs eliminate much greater amounts and in greater frequency, their cages must be cleaned more often. Guinea pigs are vegetarians and especially enjoy eating lettuce, apples, grass, or commercial guinea pig food from the pet store.

In order to obtain the greatest value from having animals in the classroom, there must be a constant watch over their health and safety. A teacher's lack of concern in this area may foster a feeling of disrespect in the children, which often results in abuse of the animal followed by its injury, sickness, or death. If the children are to respect animal life, they must learn to understand and appreciate suitable environments and patterns of care. They must understand that all living things depend on each other for survival.*

Hurt No Living Thing**

Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshopper so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

— *Christina G. Rossetti*

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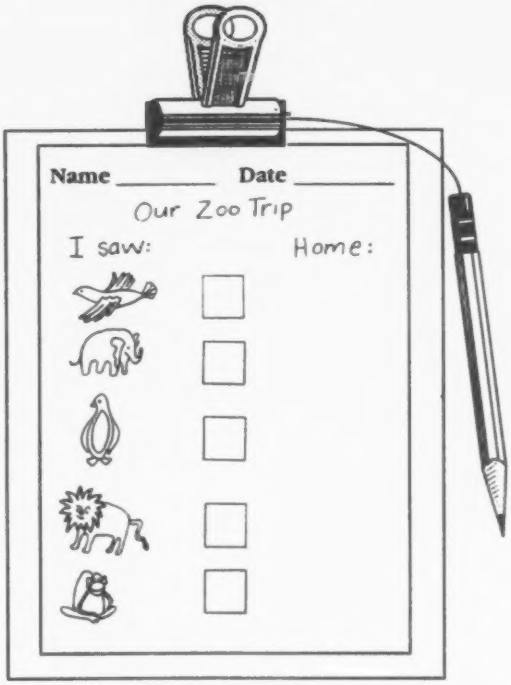
* *The Sourcebook: Activities for Infants and Young Children,* George W. Maxim (Columbus, OH: Merrill Publishing, 1990), p. 238-9. Permission pending.

** *Sing a Song of Popcorn,* selected by Beatrice Shenk de Regniers (New York: Scholastic, 1988), p. 78. Permission pending.

Culminating Project

LEARNING EXPERIENCE II: ANIMAL NAMES AND HABITATS

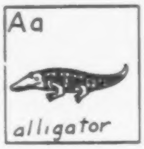
The teacher and children can plan a class trip to a farm or zoo to see how real animals live. A trip board can be prepared to record the animals the children see.

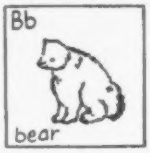


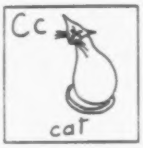
Upon returning to the classroom the children can talk about their experiences and share the trip board information.

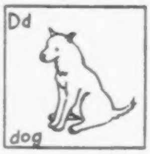
A list of *Animals We Know* can be prepared in alphabetical order and displayed in the classroom. Children can then use the name on the list to make individual ABC booklets of Animal Names with accompanying illustrations.

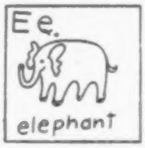
(Fold 13 pages of drawing paper in half and insert them into a construction paper cover. Label each page with a letter of the alphabet.)











The teacher can ask the children:

- How many letters are in our alphabet?
- How many animals will we need to make our book if we show one animal and one letter together on each page?
- How many pages will our book have? Why?
- Why are we using 13 pieces of drawing paper for our book?

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LEARNING EXPERIENCE II: ANIMAL NAMES AND HABITATS

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- *Baby Zoo Animals*
- *Bears*
- *Big & Little Animals*
- *Birds*
- *Bunnies & Rabbits*
- *Butterflies*
- *Farm Animals*
- *Horses & Ponies*
- *Kittens & Cats*
- *Lions & Tigers*
- *Monkeys & Apes*
- *Penguins*
- *Pets*
- *Puppies & Dogs*
- *Sea Animals*
- *Wild Animals*
- *Zoo Animals*

THEME B: FAMILIES

The theme of Families is important for first graders because it focuses on the development of the child as an individual as well as a member of the home, school, and world community. Children will find out about rules and responsibilities and how family members work and play together.

Families offers children opportunities to find out about their own heritage and the culture and traditions of others. Children will learn about a range of career choices and will come to see that both men and women of diverse ethnic backgrounds often perform similar tasks. The theme contains the following learning experiences: Families at Home; The School Family; Career Roles of Family Members; My Face and My Body; and Family Customs, Traditions, and Celebrations.

Activities are presented that build self-esteem and foster good health practices. Stories, dances, songs, and poems are included to enrich the multicultural experiences in this theme.

BROAD-BASED GOALS:

- To understand that there are similarities and differences among families.
- To appreciate that each family is unique and has a special heritage, culture, and traditions.
- To understand that family members are interdependent.
- To recognize that members of the school community are a family, although they may belong to diverse ethnic groups.

The issues surrounding family may be very sensitive for children. Teachers should be aware of varied family structures, including two-parent or single-parent households, gay or lesbian parents, divorced parents, adoptive parents, and guardians or foster parents. Children must be taught to acknowledge the positive aspects of each type of household and the importance of love and care in family living.

The living places of children may be another sensitive topic. When presenting the learning experiences in this section, teachers should be aware of children who live in shelters, hotels, group homes, or other alternative housing.

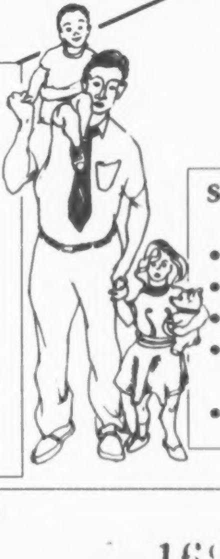
Families

Music/Movement

- Learning dances from many cultures
- Singing songs from around the world
- Playing games from other countries
- Planning a Labor Day Parade
- Playing Indoor and Outdoor Games
- Exercising

Communication Arts

- Listening to stories
- Retelling stories in sequence
- Learning poems, chants, fingerplays about families
- Finding out about sign language as a means of communication
- Interviewing parents and school workers about careers
- Making original books
- Comparing class charts
- Writing and solving riddles
- Writing and preparing interview questions
- Making scrapbooks
- Engaging in dramatic roleplaying
- Learning words in other languages
- Writing New Year's resolutions
- Enjoying tales from other cultures
- Sharing cultural traditions
- Making family booklets



Art

- Making career collages
- Making puppets
- Designing paper hats
- Creating dragon masks
- Forming abstract popcorn designs
- Creating Vietnamese wall hangings
- Making a New Year's Resolution Doll
- Using various media to create artwork
- Making a mural
- Making family banners

Science

- Observing types of buildings
- Recording data on charts
- Learning about healthful foods
- Exploring physical properties of different materials
- Making occupational playkits

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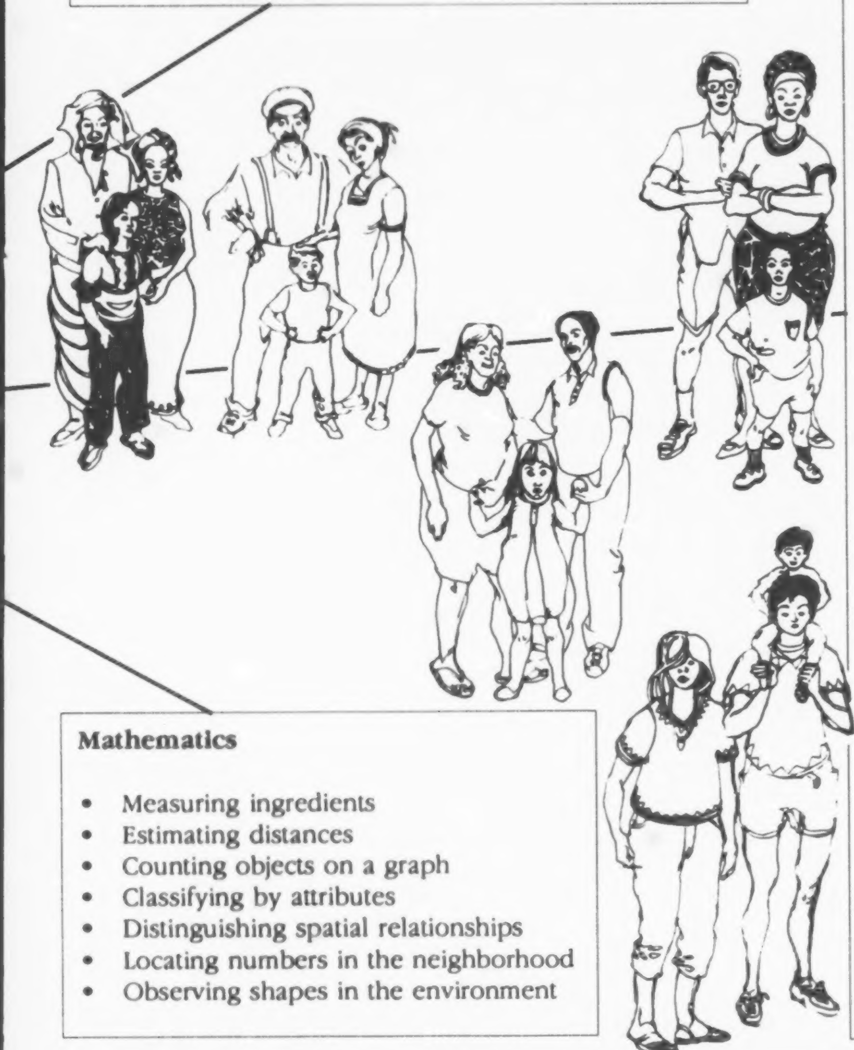
Health/Cooking

- Appreciating that families from different cultures eat different foods.
- Sharing foods from diverse cultures
- Maintaining a chart of good health practices
- Learning about good hygiene
- Finding out about dental health
- Writing cooperative stories about health
- Discussing morning routines
- Making popcorn as a treat
- Dipping apples in honey
- Sharing Rosh-Hashanah Challah
- Experiencing multiethnic Foods
- Exploring family living
- Finding out about dental care



Social Studies

- Learning that family members are interdependent
- Appreciating the uniqueness of families
- Observing similarities and differences of families
- Understanding family rules and responsibilities
- Developing respect for cultural diversity, heritage, cultures and traditions
- Identifying careers of family members
- Making a family tree
- Going on school and neighborhood walks
- Appreciating the diversity of ethnic groups in the community
- Appreciating different family structures
- Learning to help physically challenged people
- Learning about family celebrations and holidays
- Seeing the school community as an interdependent family
- Mapping the school
- Mapping rooms at home
- Recognizing that workers in similar jobs come from diverse cultures
- Learning that all jobs can be performed by both genders
- Understanding that holidays have cultural symbols
- Learning that the same holiday can be celebrated by many cultures in different ways
- Developing understandings for peace and harmony

Mathematics

- Measuring ingredients
- Estimating distances
- Counting objects on a graph
- Classifying by attributes
- Distinguishing spatial relationships
- Locating numbers in the neighborhood
- Observing shapes in the environment

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THEME B: LEARNING EXPERIENCE I

FAMILIES AT HOME

Concepts:

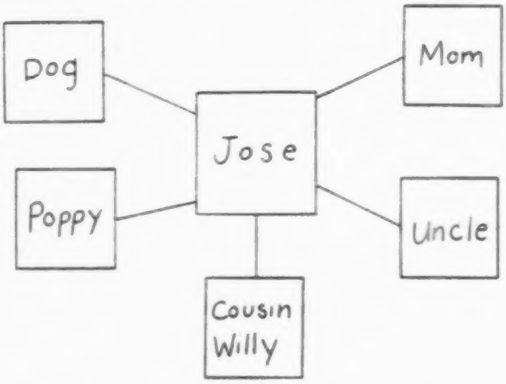
- There are many kinds of families.
- Family members help each other.
- Family members share responsibilities.
- Families preserve and celebrate the customs and traditions of their cultural heritage.

Preliminary Activity:

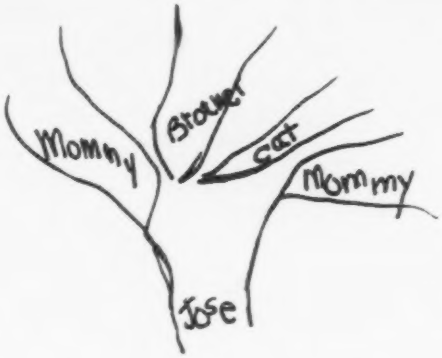
- Read *All Kinds of Families,* by Norma Simon, to the children. Ask the children:
  - What is a family?
  - What do families do together?
  - Do members of a family always live in the same place?
  - What are some special names we use to show that people are members of the same family?

Write the words "A Family Is . . ." on the chalkboard. Record the children's responses. (Some of the children's responses may be in their home language, such as *abuela* for grandmother, or *tio* for uncle.) Children will learn that their families are similar to some families and different from others.

The list of family members can be used by the children to make a semantic map or family tree that is unique to them.



The children's family trees may be displayed in the room.



On another day the teacher may ask, "Why is your family special?" After listening to the children's responses, drawing paper may be distributed for each child to make a picture of an activity or experience that answers the questions. The pictures may be assembled and made into a class "Family" booklet. Have the children number the booklet's pages in sequence.

Experience:

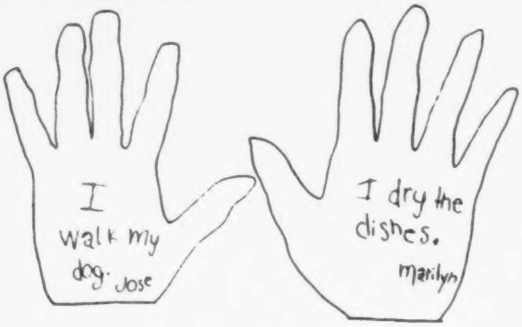
At a meeting time, the teacher may:

- discuss with the children that their class is a school family working together, sharing space and materials, and helping each other to learn and grow.
- ask the children to think of ways that members of their families work together and share family responsibilities.
- elicit from the children jobs or chores that they do at home to help their families. Record the responses on chart paper.

Jose walks the dog.
Marilyn dries the dishes.

- The children may:
  - trace their hands on colored construction paper, cut them out, and glue the hands on sheets of white paper.
  - dictate or write the jobs that they do at home on the white paper.

When the hands with the sentences are displayed in the classroom, children will see that all families share common responsibilities even though individual tasks may differ.


I walk my dog. Jose
I dry the dishes. Marilyn

Follow-up:

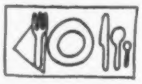
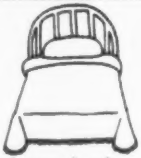
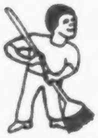
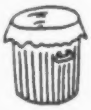
A chore chart of pictures of family tasks that the children may do on different days may be made to take home. A letter may be sent home to the parents telling them how to help the children place a check, star or sticker in the appropriate boxes when tasks are done at home. The chore chart will demonstrate to children that members of families of diverse cultural backgrounds all help with family responsibilities.

The teacher can ask:

- On which day do you do all your chores?
- On which day do you do the fewest chores?
- Which chore do you do the most often?
- Which chore do you do the least often?
- What chore or chores will you do today?
- What chore or chores did you do yesterday?
- What chore or chores will you do tomorrow?

Chore Chart

Name ______________________ Week of ______________________

CHORES	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
 I set the table.							
 I made my bed.							
 I swept the floor.							
 I took out the garbage.							

CURRICULUM AREA: MATHEMATICS

Materials:

graph paper, drawing paper, crayons

Vocabulary:

females	graph	member
males	horizontal	vertical

Mathematics Skills:

collecting and organizing data, graphing

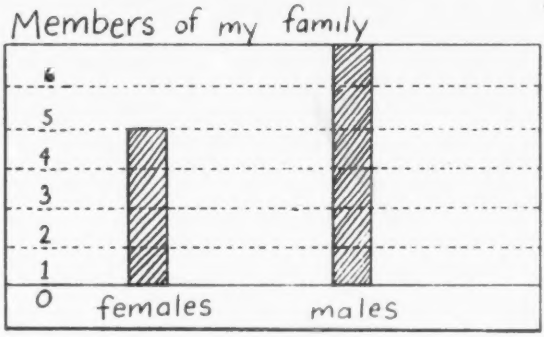
Experience:

The children can:

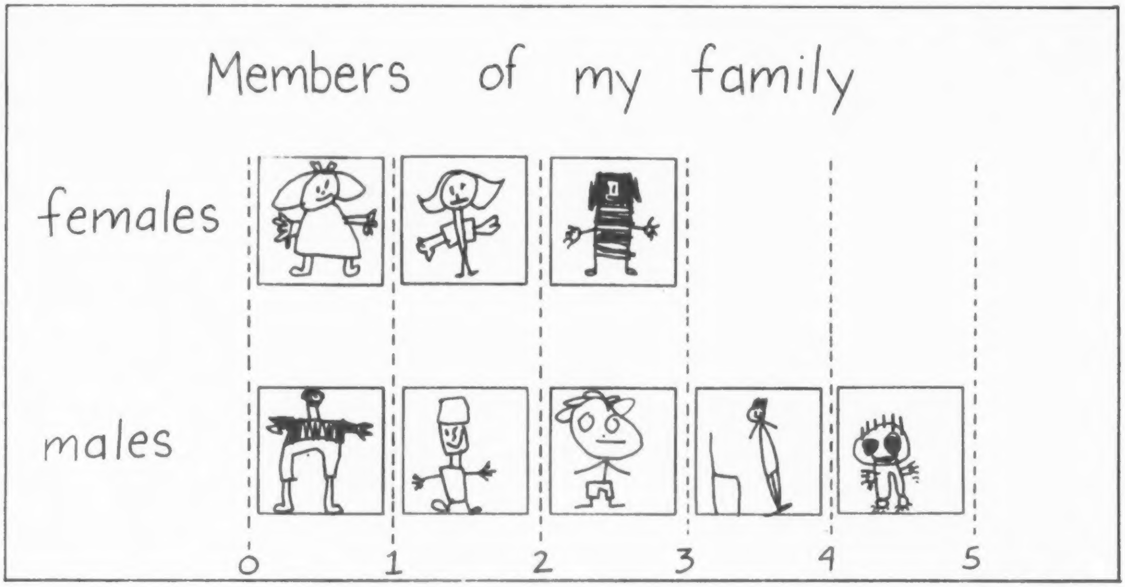
- tally the number of females and males in their families for construction of a personal graph entitled "Members of My Family."

The teacher can:

- ask the children the following questions that children should be able to answer by reading their graphs:
  - — How many females does your graph show?
  - — How many males does your graphshow?
  - — Are there more males or females on your graph? (The teacher should write number sentences to illustrate the children's answers.)
  - — Do you have fewer males or females in your family? Explain. (The teacher should illustrate the children's responses with number sentences.)



Note: Children should be encouraged to develop pictographs and bar graphs on horizontal and vertical planes.



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CURRICULUM AREAS: SOCIAL STUDIES/MATHEMATICS

Materials:

Pictures of houses from magazines or books, drawing paper, crayons.

Vocabulary:

bricks
circle
concrete
decorations
shrubs
steps
stones
stories
square
stoops
windows
wood

Experience:

The teacher may:

- display pictures of a variety of houses from books and magazines.
- ask the children to compare and contrast the different structures.

The children can take a walk in the neighborhood around the school building to observe some of the houses in which the children live. A trip board can be prepared to record:

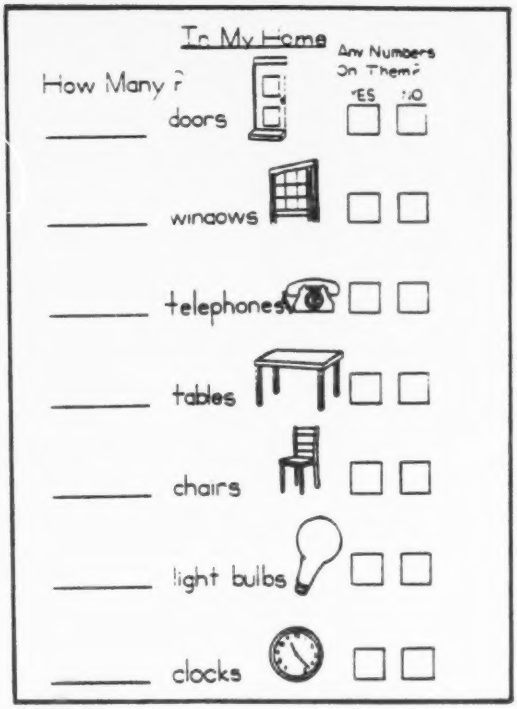
- the variety of building materials used.
- the colors of the paint.
- the shapes of window decorations.
- the shapes of chimneys and roofs.
- gardens, lawns, shrubs and trees.
- stoops and steps.
- the number of stories or floors.
- the number of families in each house.
- the shapes of different buildings.

Mathematics Skills:

understanding the difference between odd and even numbers, sequencing, shapes/geometry, patterns.

The teacher can:

- help the children understand the system of numbering addresses of houses and stores (e.g., that odd numbers are on one side of the street and even numbers on the other; the sequence of numbers, what numbers addresses consist of [e.g. 69-30 or 103].
- help children to notice the shapes of windows, doors, buildings, chimneys, and roofs (e.g., some roofs have water towers that are cylindrical).
- Children can also complete the chart "In My Home" with the help of parents or caretakers.



Follow-up:

Upon returning to the classroom, the children may draw pictures of their homes and construct a giant "Our Homes" class book, or make a 3-D diorama of the neighborhood using corrugated paper or milk containers.

The children will find out that people from diverse ethnic groups live together in a variety of homes in the same neighborhood.

CURRICULUM AREA: MATHEMATICS

Materials:

2" pre-cut oaktag squares, graph paper, trays or boxes, crayons

Vocabulary:

apartment house
one-family house
project
shelter
two-family house
street names in the neighborhood

Experience:

- Distribute 2" pre-cut squares to the children. Ask them to draw pictures of their homes and to write the street address on the back of the pictures. Label small trays or boxes to represent the streets on which the children live.
- Ask the children to place their paper houses in the appropriate trays or boxes, which are labeled with their respective numbers or names.
- Call upon volunteers to count the number of houses in each tray or box.

Follow-up:

- Make a pictograph to show the number of children who live on each street in the neighborhood of the school. Children can take their 2" houses from the trays and attach them to the graph.
- Children in multi-ethnic classes will discover that people from diverse ethnic groups share the streets and houses in the neighborhood.
- The class can interpret the graphed data orally or on chart paper. Questions should include:
  - — How many?
  - — Which has more?
  - — Which has less?

For children in single-ethnic classrooms, show filmstrips, pictures, or books of families in multi-ethnic neighborhoods.

Note: Many city streets have numbers rather than names. The pictograph should reflect the students' neighborhood.

CURRICULUM AREA: COMMUNICATION ARTS

Materials:

camera, film, bulletin board, small pieces of sentence strip, markers

Vocabulary:

older
photographs
relative
younger

Experience:

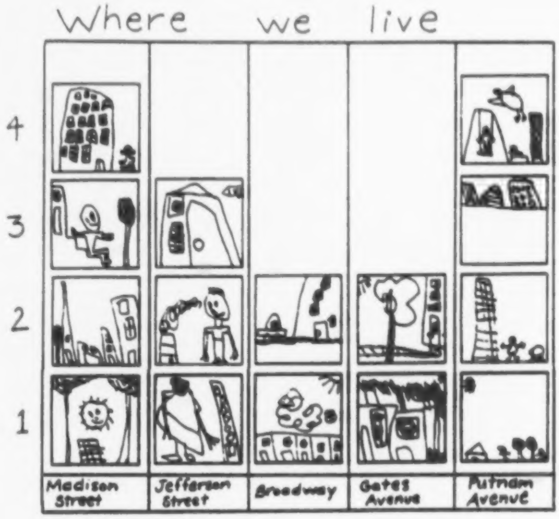
The teacher can:

- take pictures of individual children in the class.
- ask the children to bring in photographs of their family members.
- assist the children in writing one or two sentences about the pictures.
- make a bulletin board display and provide a special space for each child's picture.

Follow-up:

The children can:

- share something special about their families.
- share something similar about their families.



CURRICULUM AREA:
COMMUNICATION ARTS

Materials:

Selected poems, experience chart paper, wide-lined penmanship paper, crayons, drawing paper.

Vocabulary:

family member names

Experience:

- Write family poems on chart paper.
- Read the poems with the children.
- Compose original class poems about families.

Follow-up:

- Help the children write and illustrate short poems about their own families.
- The following are examples of family poems that may be used in the first grade multicultural classroom:

Some Things
Don't Make Any Sense at All*

My mom says I'm her sugarplum.
My mom says I'm her lamb.
My mom says I'm completely perfect
Just the way I am.
My mom says I'm a super-special wonderful terrific little guy.
My mom just had another baby.
Why?

by Judith Viorst

The Little Boy and the Old Man*

Said the little boy, "Sometimes I drop my spoon."
Said the little old man, "I do that too."
The little boy whispered, "I wet my pants."
"I do that too," laughed the little old man.
Said the little boy, "I often cry."
The old man nodded, "So do I."
"But worst of all," said the boy, "it seems
Grown-ups don't pay attention to me."
And he felt the warmth of a wrinkled old hand.
"I know what you mean," said the little old man.

by Shel Silverstein

CURRICULUM AREA:
SCIENCE/MATHEMATICS

Materials:

books about caring for pets, books about animals, empty milk containers, labels, magazines, scissors

Vocabulary:

farm
jungle
pet
tame
wild
zoo

Skills:

classifying, counting, attributes, measuring, sequencing, patterns

Experience:

The teacher may:

- ask the children if any animals live with their families. Would you want a pet? Why or why not? Which animals make good pets?
- develop a chart and record the children's responses. Children will discover that animals share places in which to live and that animals exhibit similarities and differences just as humans do.
- discuss the terms "wild" and "tame" animals.
- brainstorm the places where animals live. Use play animals or animal pictures for a categorization activity involving the places different types of animals are found.

The children can:

- classify family pets by various attribute and display their findings in a graph. Examples of attributes are:

  dogs, cats, birds, fish

  or

  fur, feathers, scales

  or

  walk, fly, or swim

- answer the following questions:
  - — Do we have more ______ than ______?

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* *Free to Be . . . A Family*, by Marlo Thomas. (NY: Bantam Books, 1987). Permission pending.

— How many more ______ than ______ are there?

— Which category has the most?

— Which category has the least?

Follow-up

- Using a calendar, the children can keep a daily record of the days on which they feed their pet, and the approximate amount of food their pet requires (use standard measurement, e.g., one cup, 1/2 cup, teaspoons/tablespoons), and how often they feed their pet each day.

  The children can compare their calendars to see which pets need:
  — to be fed more frequently.
  — larger amounts of food.
  — dry food.
  — liquids.

- Children can weigh a pet once a week. Record the weight and graph the results. Compare a pet's weight to the weight of its owner or another pet. Estimate how much a pet will grow in a week or month.
- Measure the height or length of a pet. Record the results.
- Using all the information they have gathered on pets, the children can discuss which pet they think needs the most care.

The teacher can:

- divide the children in to groups of four, representing dogs, cats, birds and fish.
- have each group make a Pet Care Book based on their category.

The children can:

- listen to the song "Animal Crackers in My Soup." Sort, classify, and graph the different kinds of animals in a box of animal crackers.
- listen to the song "Talk to the Animals," and/or Aileen Fisher's poem "Feathered Ones and Furry."

CURRICULUM AREA: HEALTH/MATHEMATICS

Materials:

chart paper, unruled 3" x 5" index cards, crayons, take-home charts

Vocabulary:

brush
cleanliness
comb
good health practices
wash

Experience:

The teacher can:

- write the following verses on chart paper. They can be sung to the tune of "Here We Go 'Round The Mulberry Bush."

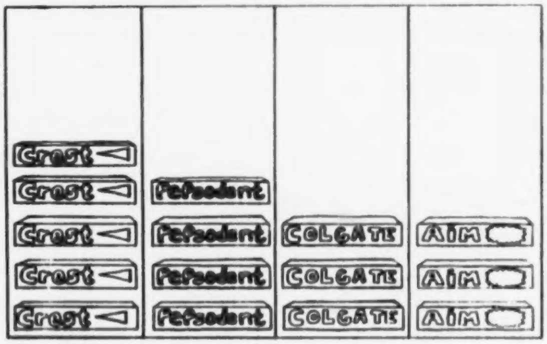
  This is the way we wash our face
  brush our teeth
  comb our hair
  wear clean clothes
  go to school
  so early in the morning.

- lead the children in singing the song and performing the actions.
- discuss the contribution of each routine as it relates to personal health.
- help the children compose a cooperative story on chart paper about their own daily health practices:
  — Milagros wears a clean shirt to school.
  — Jerry brushes his teeth with toothpaste.
  — Shakira curls her hair with her own comb.
- distribute 3" x 5" unruled index cards or oaktag pieces to each child.

The children can:

- draw pictures of their morning routines.
- put the completed cards in the order which corresponds to their own daily health practices.
- share their sequence stories with the class.

- conduct a survey of the kinds of toothpaste they use:
  - — Which is the class favorite?
  - — Which is the second favorite?
  - — How many more children selected the favorite than the second favorite?
  - — Which is the least favorite?



This activity is more fun if children bring in empty boxes of their favorite toothpaste. The boxes are then stacked according to brand name. Results can then be translated to a class chart of individual charts.

The shape of the boxes may be discussed or graphed, too, as well as the weight shown on the boxes.

- learn the poem "I Take Care of Myself."

When I go to school each day,
These things I do with care:
I wash my face,
I brush my teeth,
I always comb my hair.

Children will discover that good daily health practices can lead to a better life.

Follow-up:

A chart can be sent home with an accompanying letter explaining to parents how to use it to monitor children's morning health routines. During the week, children can place check marks in each column as they perform the health practices indicated.

GOOD HEALTH PRACTICES

NAME OF CHILD: ______________________________ WEEK OF: ______________________________

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Wash my face							
Wash my hands							
Brush my teeth							
Comb my hair							
Wear clean clothes							
Go to school							

CURRICULUM AREA: HEALTH

Materials:

That's What Friends Are For, by Heide and Van Clief ; *Handmade ABC,* by Linda Bourke.

Vocabulary:

physically challenged

Experience:

The teacher can:

- read *That's What Friends Are For* to the children and ask:
  - — What was Theodore's problem?
  - — How did his friends try to help him?
  - — If you were his friends, how might you have helped him?
- discuss with children ways that members of some families might be physically challenged or may be unable to use all of their body parts. Make a list of the responses on the chalkboard.

The children can:

- suggest ways other members of the family can help.

If someone cannot see, __________

If someone cannot hear, __________

If someone cannot walk, __________

Follow-up:

The children should think of something that they would like to be able to do (such as swim, ride a bicycle, drive a car, skate, jump rope) but cannot. The children may discuss their feelings about themselves and how they might change the situation.

Using the book *Handmade ABC,* the children may learn sign language and use it in the classroom at appropriate times, such as for lining up or as signals to change activities.

Culminating Project

LEARNING EXPERIENCE I: FAMILIES AT HOME

- The teacher may read a story to the class about holidays and celebrations enjoyed by families in the United States as well as families in different parts of the world.
- The children may discuss:
  - — What is a holiday?
  - — What is a celebration?
  - — What are the names of some holidays you know?
  - — Which holidays do you and your family celebrate?
  - — What are some of the special ways you celebrate?

  Suggested topics might include activities, foods, games, visits, purchases, and clothing.

  Suggested books are: *A Family in Jamaica,* by John and Penny Hubley; *Nini at Carnival,* by Errol Lloyd; and *Ty's One-Man Band*, by Mildred Pitt Walter.
- The children may contribute to a class mural depicting an event or celebration in their family. This project may be displayed at a parent-child gathering which might include cultural foods, music, stories, and traditional clothing.
- When discussing holidays and celebrations, the class may develop a "Holidays Around the World" calendar (big book). The class can use commercial stickers, ethnic representational stickers, or flags to mark celebrations of various cultures.
- Cooking activities provide good opportunities for integration of the mathematics strand of measurement. Such concepts as full, level, and equal amounts should be explored and explained to the children. Children, with parents or caretakers, can share a favorite recipe to be included in a multicultural class cookbook.
- As an ongoing activity, each monthly classroom calendar should indicate some of the holidays and celebrations mentioned by the children. Children can anticipate and prepare to share some aspect of their respective cultural traditions.

The teacher may invite the class to participate in holiday celebrations and cultural events of other children in the group. Children who describe a particular holiday may share feelings, memories and cultural information about the occasions. Parents may be encouraged to visit the classroom to share the richness of their heritage. The teacher should assist the children in composing a "Celebrations We Know" book to record each event. If possible, photographs can be included of classroom activities related to the variety of cultural experiences shared by the class.

See that every ethnic or religious group represented in your class is included in the cultural activities. Include children whose family beliefs do not permit participation in holiday celebrations by having them tell about a family tradition.

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THEME B: LEARNING EXPERIENCE II

THE SCHOOL FAMILY

Concepts:

- The school community is a family.
- There are many workers in the school.
- Every worker has an important job.
- Workers in the school depend on each other.

Preliminary Activity:

Take the children on a walking tour around the school building. Ask the principal, assistant principal, guidance counselor, lunchroom staff, custodian, health aide, librarian, and school secretary if your children may visit with them. Plan a written schedule of visits for display in the classroom. The tour will be more successful if only one or two stops are planned each day. In that way, children will have adequate time to ask questions and to observe people at work.

The following questions may be written on chart paper to focus the children prior to the tour and as a discussion guide upon returning to the classroom.

- What is the person's job in the school?
- What work does the person do?
- What tools does the person use?
- What is special about this worker?
- Why is this job important to the school?
- What special training did the person need?
- In what ways do people in our school work together and help each other?

CURRICULUM AREAS:
SOCIAL STUDIES/MATHEMATICS

Materials:

kraft paper, markers, crayons

Vocabulary:

auditorium	lunchroom
library	office

Skills:

mapping, direction, spatial sense, keys, scales, estimation, counting

Experience:

The children may design a mural or map of the school building showing the rooms where the various people work. They may draw pictures of the workers and write their titles and room numbers on the map. The completed map may be displayed on a bulletin board.

Children who are engaging in a map-making activity need to develop a sense of direction. The teacher should give the children experience with terms such as: next to, to the right of, to the left of, at the bottom, at the top, near, closest to, furthest away.

- It is suggested that brown paper (or an old shade) be placed on the floor and that children use boxes and containers to lay out their design in advance. The boxes can be moved and repositioned if needed. After children have decided that the map represents the correct location of rooms and furniture, the shapes can be traced and labelled.
- Have the children work on a map of their own classroom before attempting to map the school. Remember, the children will only see one floor at a time, so divide the class into teams to map each floor.

Follow-up:

Have the children draw a map of their rooms at home with the assistance of an adult. The children should label important items such as a bed, television set, door, chest of drawers, toys, and closet.

CURRICULUM AREA: MUSIC/MOVEMENT

Materials:

oaktag, hole punch, string, markers

Vocabulary:

titles of school employees

Experience:

The teacher can:

- prepare oaktag signs with the titles of various school workers, such as principal, nurse, secretary, and lunchroom worker.
- punch holes in the signs and attach strings to them.
- select children to wear the signs.

The children can:

- form a circle, and recite the verses of the poem about workers, as they march around.

School Workers

We are walking in a circle,
We are marching to the beat.
Now it's time for everyone to meet
Principal, principal, how do you do?
We are so happy to say hello to you.

(Repeat the verses, substituting titles of the various school workers each time the poem is recited. When the worker's title is recited, the child wearing the sign steps in the middle of the circle, and the other children stand in place and clap as they continue reciting the verse.)

Children will understand that adults from diverse cultures and of both genders perform the same and different jobs in the school and that all are important to the school community.

Follow-up:

- The children may cut pictures of school workers from newspapers or magazines.
- The teacher may guide the children to use the pictures in creating a collage. (The teacher should be sensitive to children's choice of pictures which depict non-sexist job roles, physically challenged people in productive jobs, and people from diverse ethnic backgrounds performing similar tasks.)

CURRICULUM AREA: COMMUNICATION ARTS

Materials:

Chart paper, drawing paper, crayons

Vocabulary:

broom	names of workers in the school
desk	office
mop	typewriter

Experience:

The children may write thank-you letters to each school worker they visited and include original drawings about the person's job.

Follow-up:

Children may make a chart similar to the one below listing the titles of the workers in one column and drawing pictures of their tools or uniforms in the other column.

WORKERS	TOOLS/UNIFORMS
Bus Driver	
Custodian	
Lunchroom worker	
Secretary	
Nurse	
Principal	
Librarian	
Teacher	

Culminating Project

LEARNING EXPERIENCE II: THE SCHOOL FAMILY

The teacher may discuss with the children ways that they can help school workers to make their jobs easier. Children's ideas may be recorded on chart paper.

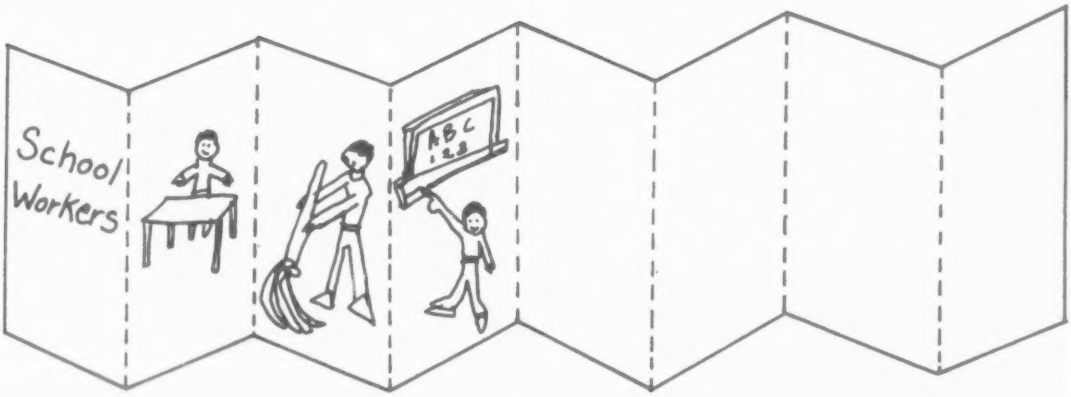
We help the custodian when we put paper in the wastebasket.

We help the lunchroom staff when we keep food on our trays.

We help the teacher when we pay attention.

The class can then construct an accordion-folded book with a page for each person. The children can draw the worker, the worker's tools and workplace, and then write a sentence or two using the ideas on their chart. Have the children number each page of their book. The completed book may be shared with the workers the children visited.

Teachers can use this activity to incorporate the concept of fractions. How many equal parts are there when we make on fold in the paper? Two folds? Three folds?



THEME B: LEARNING EXPERIENCE III

CAREER ROLES OF FAMILY MEMBERS

Concepts:

- People can make career choices irrespective of their gender.
- Self-esteem is based on a positive gender identity.
- Children can challenge stereotyped behaviors and attitudes.
- Culture influences role identity.

Preliminary Activity:

Children may brainstorm jobs they would like to do when they grow up. The teacher asks whether a boy or girl would do that job. Children's responses may be recorded on chart paper under columns labelled Boys' Jobs and Girls' Jobs. A job may be listed in both columns.

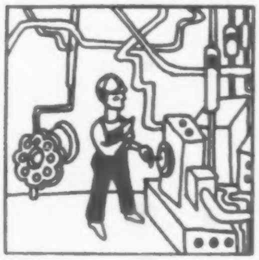
The teacher can:

- Read *He Bear, She Bear*, by Stan and Jan Berenstain.
- Ask the children for reactions to the story:
  - — Did anything in the story surprise you or make you laugh?
  - — What was your favorite part?
  - — What was the silliest part?
  - — Were any of the jobs impossible for boys or girls to do?
  - — What were some of the bears' jobs?
  - — Are any of those jobs on our lists?
  - — Can you suggest any changes in our lists? (Changes may indicate that a job can be performed by both boys and girls. It is a good idea to have these lists to refer to throughout the rest of the learning experience.)

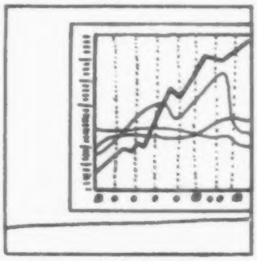
Extension of Career Roles

It is important for children to think about what different people do at work as well as to improve their communication skills. The activity below may be performed with "career story cards"*:

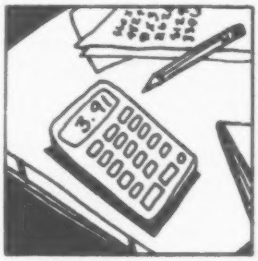
- Cut out pictures of people doing a variety of jobs, tools that are used, and places where work is done, from magazines. Make up a new set of career story cards using the pictures.
  - — Have several children work together to make up career stories.
  - — Have the children ask each other questions, using the cards to answer. For example, "Who uses numbers?" or "Who reads a graph?"
  - — Have the group put the cards into a long string, one at a time, explaining the connection between the last card and the new one put down. See example below.
  - — Encourage the children to make up their own activities with the cards.



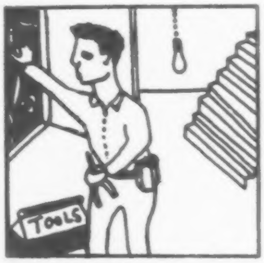
"Engineer"



"reads a graph of the ocean depth"



"and uses a calculator to figure the results"



"and tells the electrician where the wires should go"

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* Adapted from *Family Math*, by Jean Kerr Stenmark.

CURRICULUM AREAS: HEALTH/ART

Materials:

paper plates, scissors, magazines, catalogues, glue, markers, hole puncher, string/yarn/thread, a photo of each child (optional)

Vocabulary:

careers	jobs

Experience:

At a meeting time, the children can discuss what they like to do and what they would like to be when they grow up. Record the children's responses on the board or chart paper; for example:

"I like trains.
I want to be a train conductor." (Nadine).

"I like clouds.
I want to fly an airplane." (Edwin).

"I want to have babies.
I want to be a mommy." (Linda).

"I like dolls.
I want to be a daddy." (Jiang).

Follow-up:

The children can:

- distribute the paper plates.
- glue the photo or draw a picture of themselves in the center of the paper plate.
- draw a shape around the picture with a marker to designate it as the focus of the collage.
- cut out or draw pictures of things they like to do or might like to do when they grow up.
- glue the pictures around the center picture.
- punch a hole in the top of the plate, tie with yarn, and hang to display.

CURRICULUM AREAS: ART/COMMUNICATION ARTS

Materials:

chart paper, markers, paper bags, puppet-making art materials (sticks, glue, crayons)

Vocabulary:

career choice	occupation	uniforms
job	stereotype	

Experience:

The teacher can:

- ask the children if any of their parents or relatives wear uniforms to work.
- make a list on chart paper of the uniforms mentioned by the children, or other kinds of uniforms with which the children are familiar.
- invite to the classroom school workers who wear uniforms to talk about their jobs (security guards, lunchroom staff, custodial workers, school nurse, crossing guard).
- lead a discussion about stereotypes in occupational roles:
  - — What kinds of jobs do women usually have?
  - — What kinds of jobs do men usually have?
  - — Can both men and women have the same jobs?
  - — How do you know?
  - — What are some special requirements for being:
    - a security guard?
    - a custodial worker?
    - an astronaut?
    - a police officer?
    - a mechanic?
  - — Can both men and women do these jobs?

Dramatization/ Oral Language Development:

The teacher can:

- talk about biased attitudes that reveal stereotypes related to the world of work.
- model stereotyped remarks:
  - — "Girls are too weak to be astronauts."
  - — "Men who cook are sissies."
  - — "Boys cannot sew."
- Ask, "What do you think about these statements?"

The children can:

- make a paper bag or stick puppet to represent themselves.
- select a career.
- dress the puppet in the appropriate occupational uniform.
- participate in a talk show about jobs.
- challenge each other's qualifications with stereotyped remarks related to gender roles.
- defend their job choices.

Follow-up:

The children can learn the poem "Uniforms":

Uniforms

A football uniform for Randy,
A nurse's uniform for Sandy,
An army uniform for Gail,
A pilot's uniform for Dale.
Uniforms tell what folks do.
When they are helping you.
Firefighter, zookeeper, astronaut, too.
Uniforms gray, green and blue.
Men and women everywhere
Showing us the jobs they share.
Uniforms are clothes to wear.
You can see them everywhere.

CURRICULUM AREAS: MUSIC/CREATIVE WRITING

Materials:

tape recorder, blank cassette tape, chart paper, markers

Experience:

The teacher can:

- tape the song "Who's Who" on a cassette.
- help the children to learn the verses.

The children can:

- sing the song.
- compose additional verses to the tune, to be written on chart paper.
- write riddles about occupations that tell of men and women in non-sexist occupational roles. They may use career story cards in this activity. Possibilities include:

Mommy works with tools.
She fixes cars.
Her hands get dirty from the grease.
What is her job?
(Mechanic)

Sister wears a silver hat.
She rides in a rocket.
She goes up in space for a long time.
What is her job?
(Astronaut)

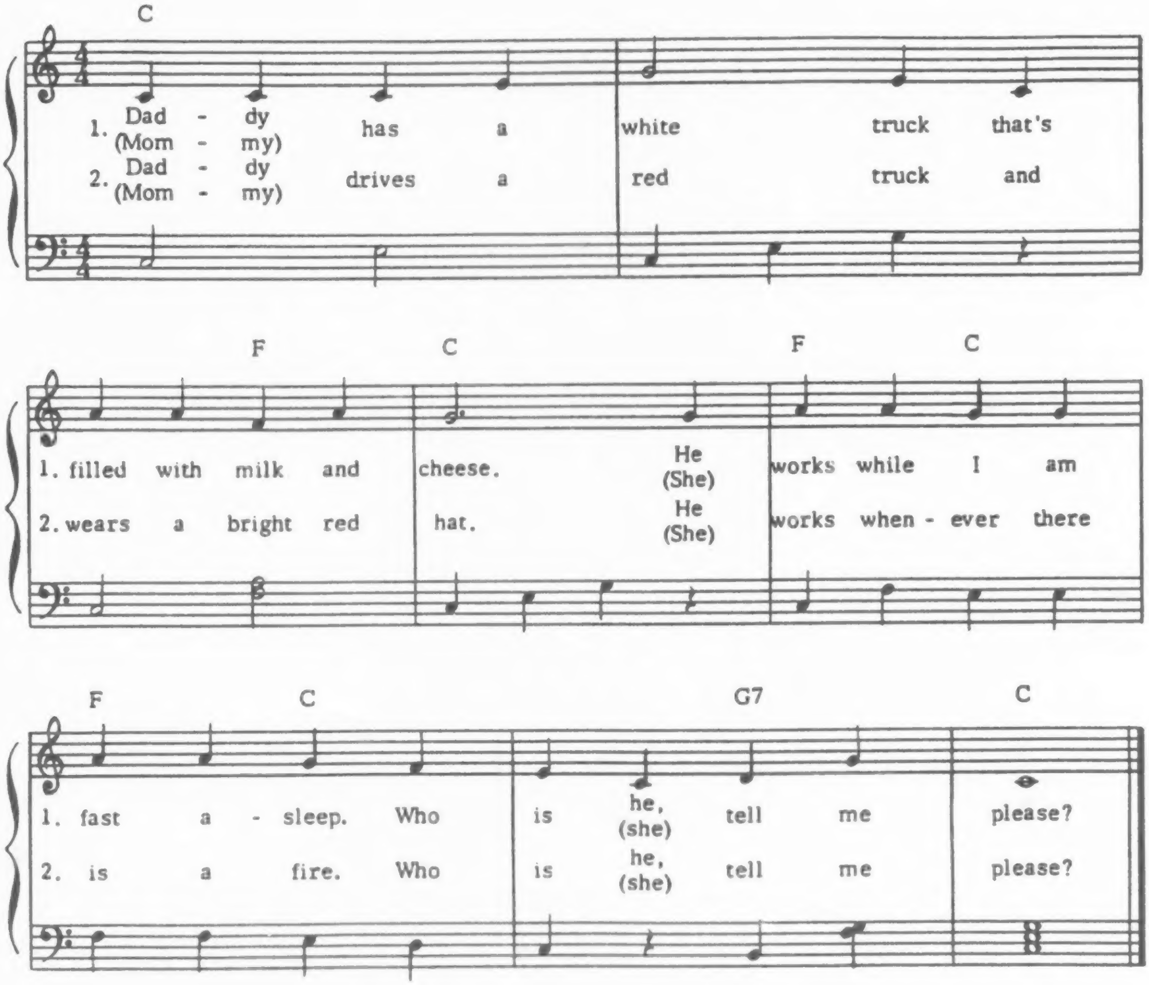
Daddy likes to cook.
He works in a restaurant.
He wears a white hat.
What is his job?
(Chef)

My aunt works in the subway.
She drives the train through the tunnels.
Her job is very important.
What is her job?
(Conductor)

Who's Who?*

A Question and Answer Song

by JoAnne Deal Hicks


C
1. Dad - dy (Mom - my) has a white truck that's
2. Dad - dy (Mom - my) drives a red truck and
F C F C
1. filled with milk and cheese. He (She) works while I am
2. wears a bright red hat. He (She) works when - ever there
F C G7 C
1. fast a - sleep. Who is he, (she) tell me please?
2. is a fire. Who is he, (she) tell me please?

Verse 3: Mom-my drives a blue car and wears a sil-ver star.
(Dad-dy)

Her clothes are blue, her hat is blue. Who is she, tell me who?
(His) (his) (he)

Verse 4: Mom-my wears some white shoes, her u-ni-form is white.
(Dad-dy) (his)

She helps the doc-tor day and night, who is she? Yes you're right!
(He) (he)

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* *Creative Teaching in Early Childhood Education,* Fleming and Hamilton (New York: Harcourt, Brace, Jovanovich, 1972), p. 192. Permission pending.

CURRICULUM AREAS: SOCIAL STUDIES/WRITING

Materials:

magazine or picture book illustrations of hats, reproducibles of occupational hats, drawing paper, pencils, crayons, glue, construction paper

Vocabulary:

Occupational words, such as:

chef
clown
construction worker
cowhand
football player
police officer

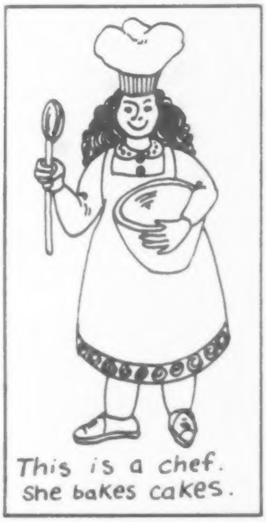
Experience:

The teacher can:

- display photos and illustrations of people wearing a variety of occupational hats.
- stimulate a discussion about why people wear certain hats to work.
- distribute the cutouts of hats to each child.

The children can:

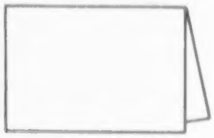
- describe who would wear each hat on the cutout page.
- draw pictures of the people who wear the hats.
- glue a paper hat on the person in each drawing.
- write a sentence or two about each picture.
- talk about the gender roles assigned to the jobs.
- bind the drawings together in a booklet called "Hats on the Job."


This is a chef.
She bakes cakes.

Follow-up:

The teacher can:

- teach the children how to fold a paper hat.



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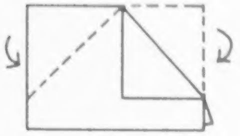
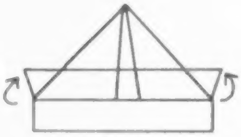


Step 2



Step 3

- have each child design a worker's hat from paper plates, paper bags, and scrap materials.
- have a Labor Day parade using the hats the children have designed.
- integrate geometry and fraction skills into this activity by asking:
  - What shape is our paper before it is folded?
  - What happens when we fold the paper?
  - What new shapes did you make (triangles)?
  - What shape is your hat?
- Continue the discussion about the shape/attributes of hats.
- Explore with children the relationship between the size and shapes of hats and the size and shapes of our heads. Children should deduce that all hats are circular to fit our heads properly. Children may use string to measure their own heads, compare the lengths of string and create a graph of the measurements.

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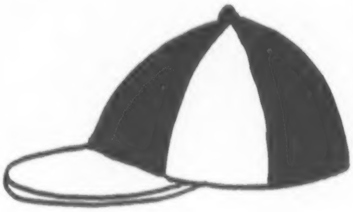

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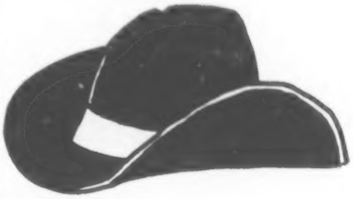

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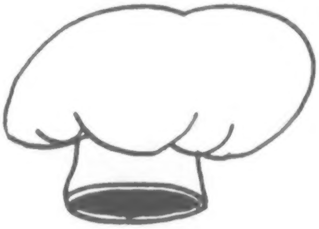

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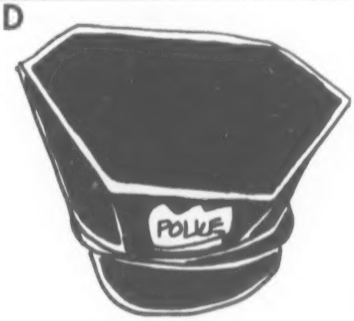

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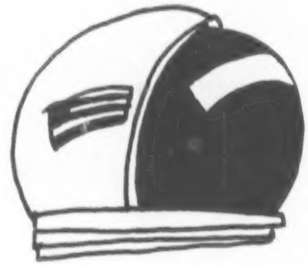

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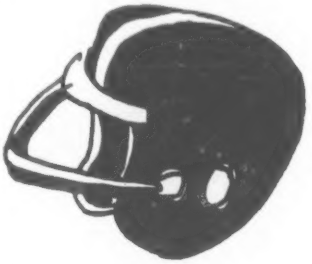

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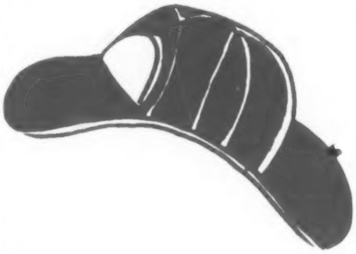

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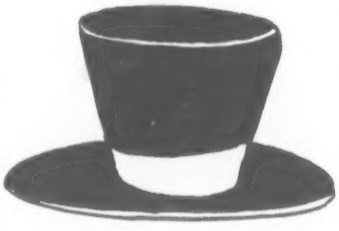

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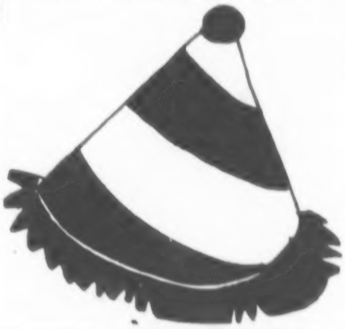

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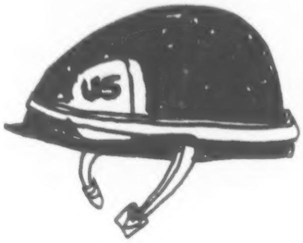

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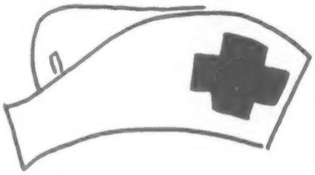

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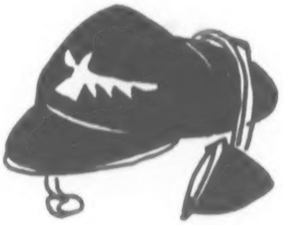

A. jockey
B. rancher
C. chef
D. police officer
E. astronaut
F. football player
G. firefighter
H. magician
I. clown
J. soldier
K. nurse
L. pilot

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CURRICULUM AREAS:
MUSIC/COMMUNICATION ARTS

Materials:

9" x 12" corrugated cardboard, clipboards, paper clips, paper

Vocabulary:

cello	ranchers	welders
interview	reporter	

Experience:

The teacher can:

- teach the song "Parents Are People" or play the tape/record of the song from *Free to Be . . . You and Me,* by Marlo Thomas.
- discuss what the song tells about mommies and daddies.

The children can:

- name the jobs mommies and daddies do.
- name what mommies and daddies cannot do or be.
- recite the poem "A Day with Dad."

A Day with Dad*

My dad works in an office downtown,
And when he's home, he works all
around.
He cleans up dishes and that job's hard;
Then he rakes up leaves and mows the
front yard.
But Dad always finds some time for me,
And that's what makes a family.
by Terry Lynne Graham

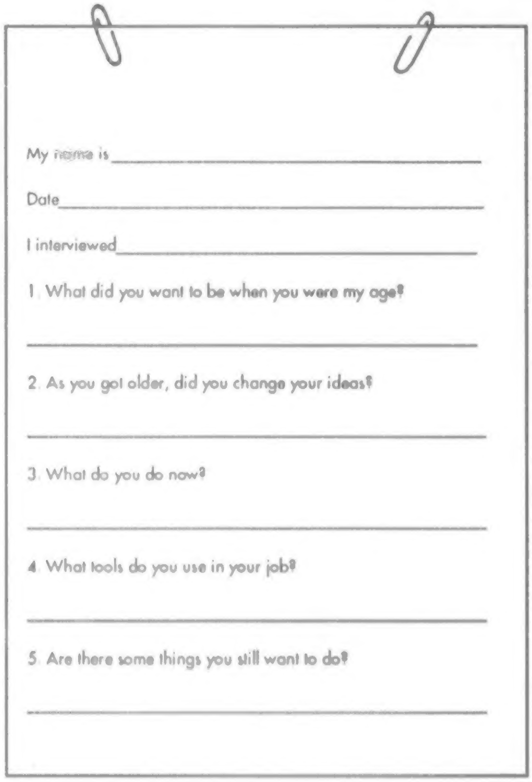
Follow-up:

The children can be reporters and discuss what reporters do. Introduce the word "interview." The children can brainstorm questions they would like to use in an interview with their parents/caretakers, such as:

- What did you want to be when you were six years old?
- As you got older, did you change your ideas?
- Did you get to do or be what you wanted? Why or why not?
- Are there some things you would still like to do?

The teacher can record the questions. The children can pick out three to five questions to ask each of their caretakers. They may make clipboards out of cardboard, paper clips, and paper. The next day, the teacher can discuss the results of the interview with the children.

This activity can be altered or extended by inviting some of the children's caretakers to the class to talk about their jobs at home or at work. The children can prepare questions for each visitor, again acting as reporters when the guest arrives.



My name is___________________

Date___________________

I interviewed___________________

1. What did you want to be when you were my age?

____

2. As you got older, did you change your ideas?

____

3. What do you do now?

____

4. What tools do you use in your job?

____

5. Are there some things you still want to do?

____

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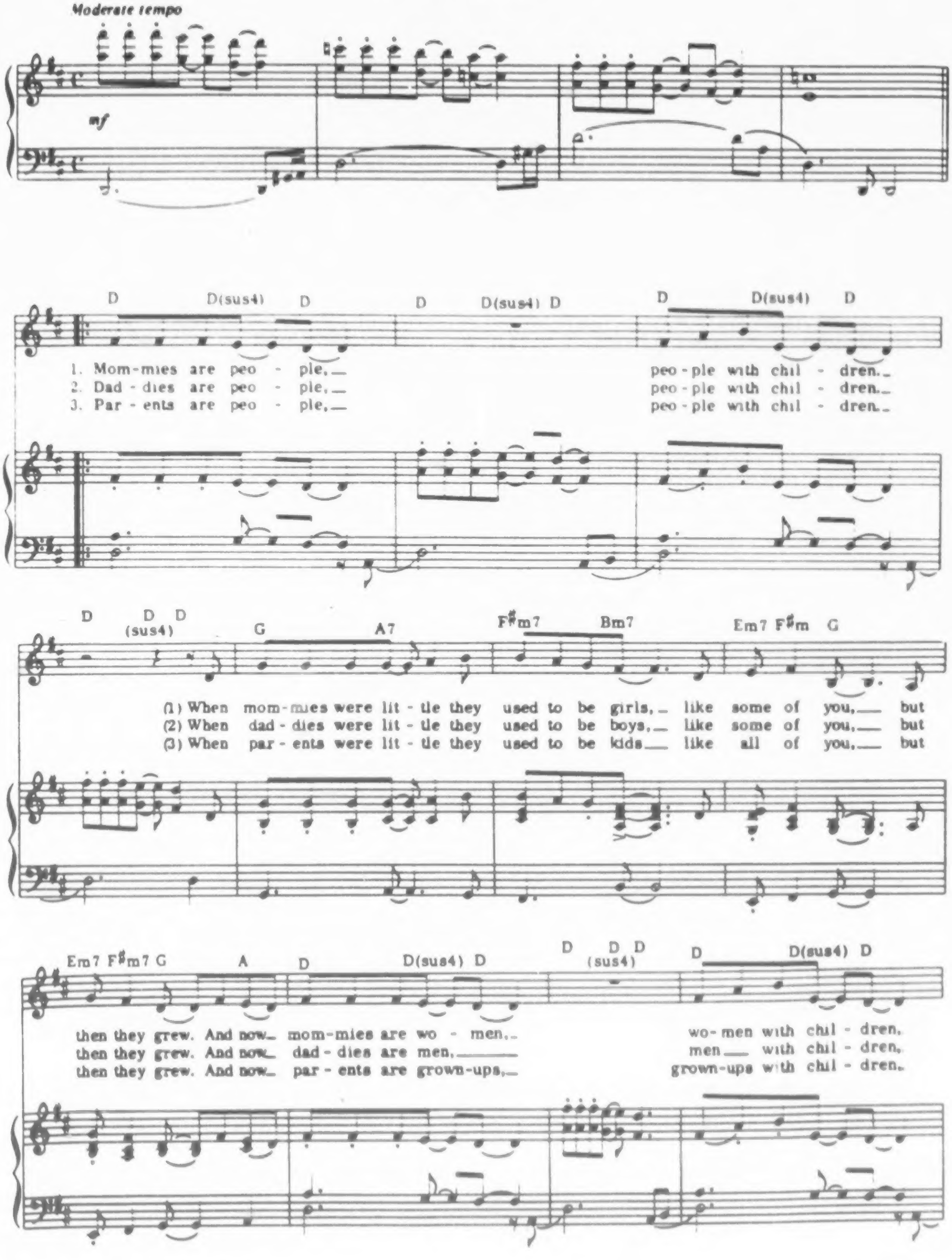
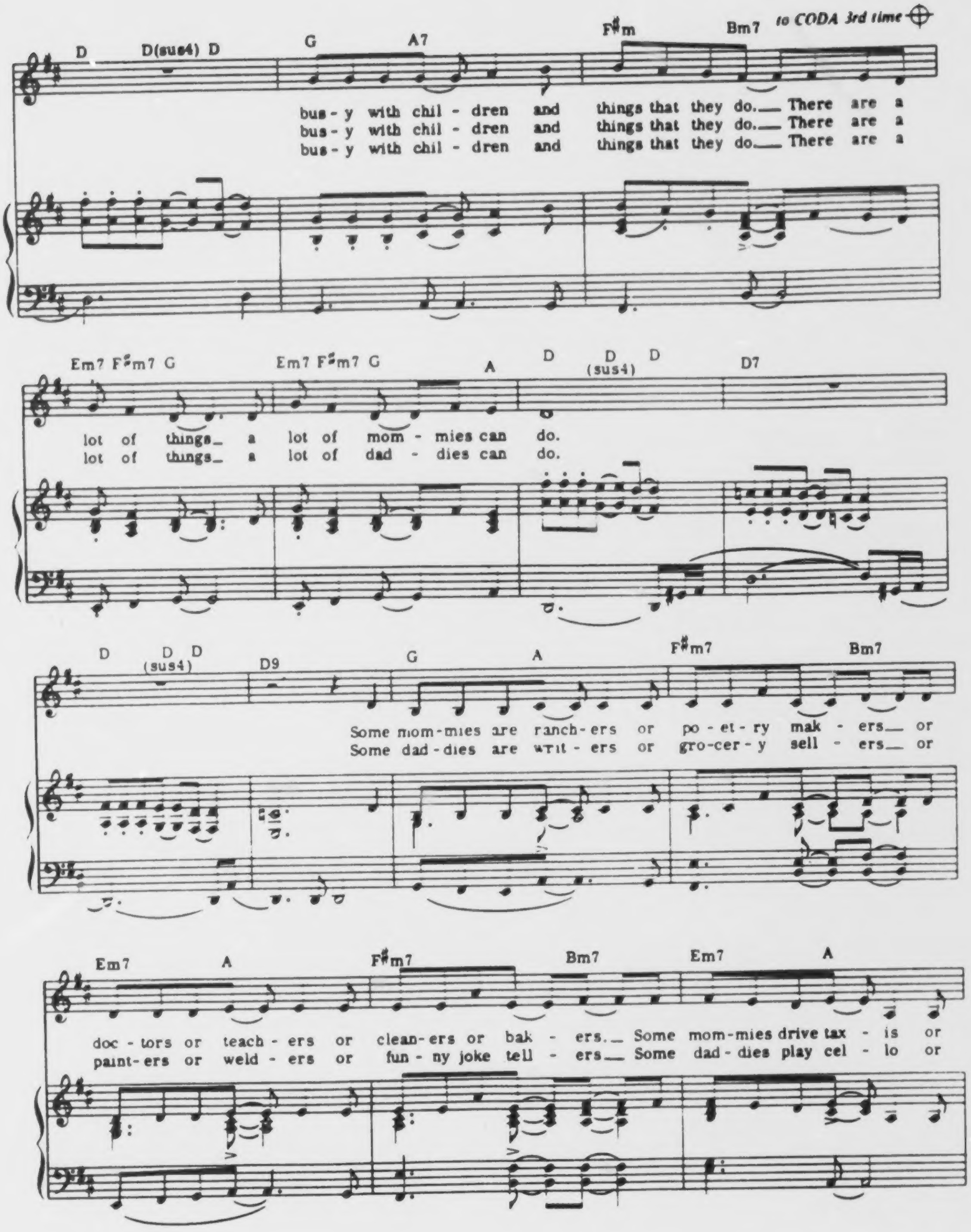
* *Fingerplays and Rhymes for Always and Sometimes,* by Terry Lynne Graham (Atlanta, GA: Humanics Learning, 1984), p. 56. Permission pending.

Parents Are People


Moderate tempo
mf
D D(sus4) D D D(sus4) D D D(sus4) D
1. Mom-mies are peo - ple, people with chil - dren.
2. Dad - dies are peo - ple, peo - ple with chil - dren.
3. Par - ents are peo - ple, peo - ple with chil - dren.
D D (sus4) D G A7 F♯m7 Bm7 Em7 F♯m G
(1) When mom-mies were lit - tle they used to be girls, like some of you, but
(2) When dad - dies were lit - tle they used to be boys, like some of you, but
(3) When par - ents were lit - tle they used to be kids like all of you, but
Em7 F♯m7 G A D D(sus4) D D D (sus4) D D D(sus4) D
then they grew. And now mom-mies are wo - men, wo-men with chil - dren.
then they grew. And now dad - dies are men, men with chil - dren.
then they grew. And now par - ents are grown-ups, grown-ups with chil - dren.

From *Free to Be ... You and Me*, by Marlo Thomas (NY: Bantam Books, 1974), pp. 48-9. Permission pending.


to CODA 3rd time
D D(sus4) D G A7 F♯m Bm7
bus - y with chil - dren and things that they do. There are a
bus - y with chil - dren and things that they do. There are a
bus - y with chil - dren and things that they do. There are a
Em7 F♯m7 G Em7 F♯m7 G A D D (sus4) D D7
lot of things a lot of mom - mies can do.
lot of things a lot of dad - dies can do.
D D (sus4) D D9 G A F♯m7 Bm7
Some mom-mies are ranch-ers or po - et - ry mak - ers or
Some dad-dies are writ - ers or gro-cer - y sell - ers or
Em7 A F♯m7 Bm7 Em7 A
doc - tors or teach - ers or clean-ers or bak - ers. Some mom-mies drive tax - is or
paint-ers or weld - ers or fun - ny joke tell - ers Some dad - dies play cel - lo or

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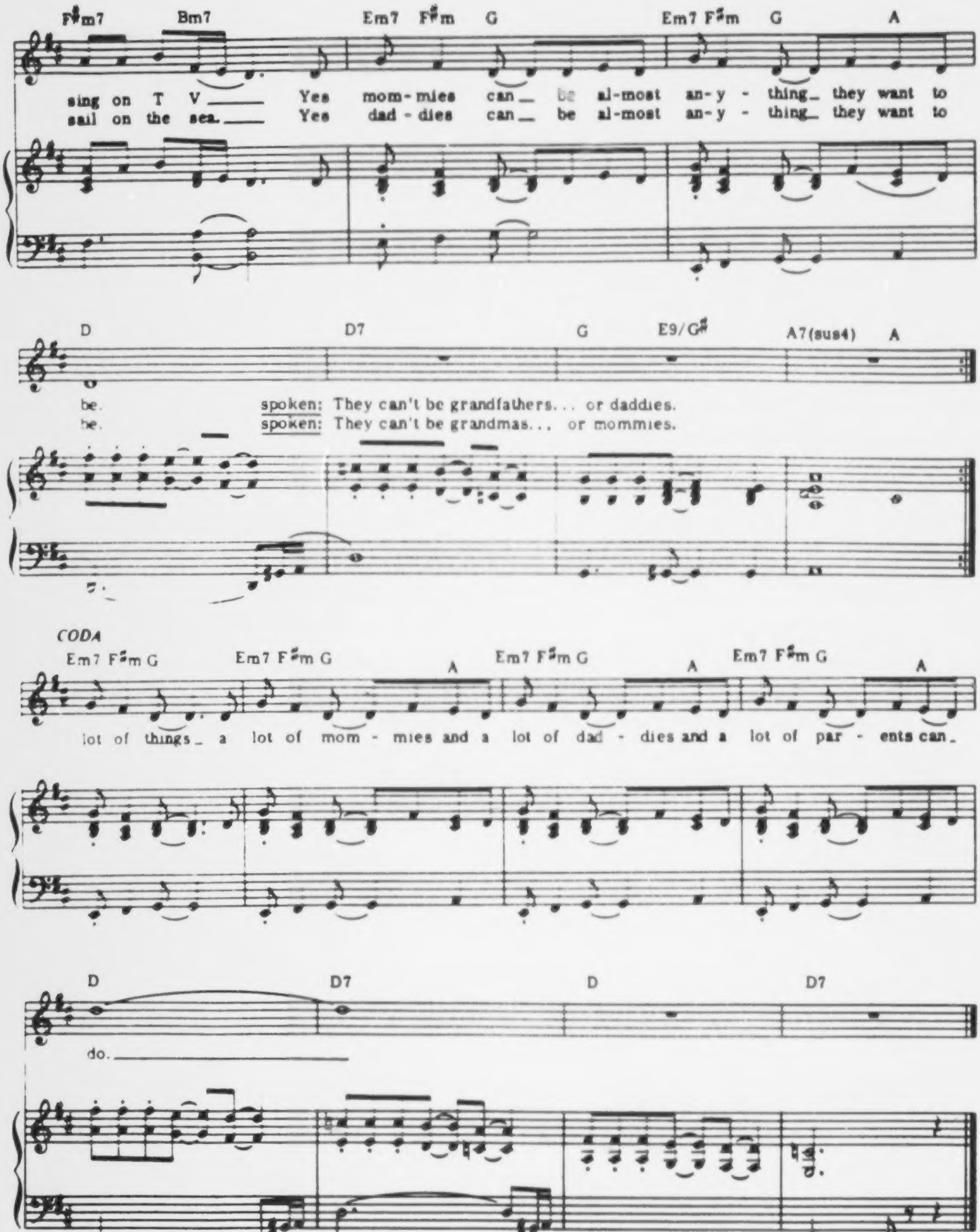

F♯m7 Bm7 Em7 F♯m G Em7 F♯m G A
sing on T V___ Yes mom-mies can__ be al-most an-y-thing__ they want to
sail on the sea.___ Yes dad-dies can__ be al-most an-y-thing__ they want to
D D7 G E9/G♯ A7(sus4) A
be. spoken: They can't be grandfathers... or daddies.
be. spoken: They can't be grandmas... or mommies.
CODA
Em7 F♯m G Em7 F♯m G A Em7 F♯m G A Em7 F♯m G A
lot of things__ a lot of mom-mies and a lot of dad-dies and a lot of par-ents can__
D D7 D D7
do.___

CURRICULUM AREA: WRITING

Materials:

job-related objects, crayons, markers, pencils, drawing paper

Vocabulary:

career
jobs
materials
tools

Experience:

The children can:

- bring an object or picture to school that represents what they want to be when they grow up.
- talk about the object or picture during meeting time, and discuss what it represents. (The teacher should be aware of any obvious stereotypes that arise and purposely point out those objects that break the stereotypical roles.)

Follow-up:

The children can:

- draw pictures of themselves and the object or picture brought to school.
- use inventive spelling to write a description of their pictures.

Culminating Project

LEARNING EXPERIENCE III: CAREER ROLES OF FAMILY MEMBERS

Materials:

empty containers or boxes with lids, labels, markers, chart paper, realia, drawing paper, crayons

Vocabulary:

Words associated with occupational materials and tools:

badge
bandages
calculator
computer paper
fire
handcuffs
hats
measuring cups
ruler
screwdrivers
stethoscope
whistle

Experience:

The teacher can:

- collect boxes with lids for occupational play kits.
- label each container with the name of a different occupation.
- discuss with children the items they think should be included in each kit.
- list the items for each occupation on chart paper.
- send copies of the lists home to parents requesting contributions of materials for the kits.

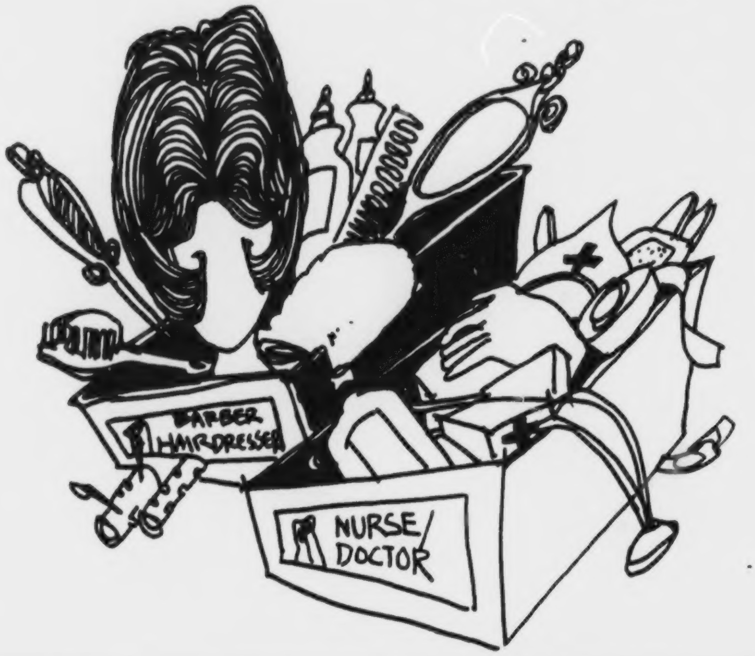
When kits are complete, the children can:

- participate in hands-on experiences with occupational role playing.
- find out that boys and girls are interested in and can work at similar jobs.

Follow-up:

The children can make job scrapbooks for each occupation. They may draw pictures of the uniforms, tools and equipment that each worker uses. Sentences can be written on each page using the new vocabulary from the lists. The completed books can be placed in the class library for sharing.

Note: A suggested list of materials for occupational play kits follows. The creative first grade teacher will find many other occupations and materials for this exciting learning experience.



List of Materials for Occupational Play Kit

Chef

eggbeater
spoons
aprons
pots
pans
canister set
plates
napkins
silverware
cups
mixing bowls
measuring cups and spoons

Firefighter

raincoats
pieces of garden hose
flashlights
rubber boots
fire hats

Mechanic/Gas Station Attendant

pieces of garden hose
wrenches
screwdrivers
tire pump

Nurse/Doctor

cotton balls
uniforms
hats
rubber gloves
tongue depressors
stethoscope
doctor's bag
adhesive bandages
gauze

Police Officer

hat
badge
whistle (one that does not make noise)
handcuffs

Postal Worker

stamps
envelopes
mailbag
appropriate hat

Secretary/Office Worker

toy or old typewriter
old adding machine
calculator
computer printout paper
typing paper
telephone
old envelopes

Store Owner/ Supermarket Worker

grocery bags
empty cans with opened edge covered with masking tape
empty food boxes
plastic food
play money
tags or stickers for pricing
cash register
old adding machine
grocery boxes

Teacher

small chalkboards
chalk
erasers
letter stencils
magic markers
storybook

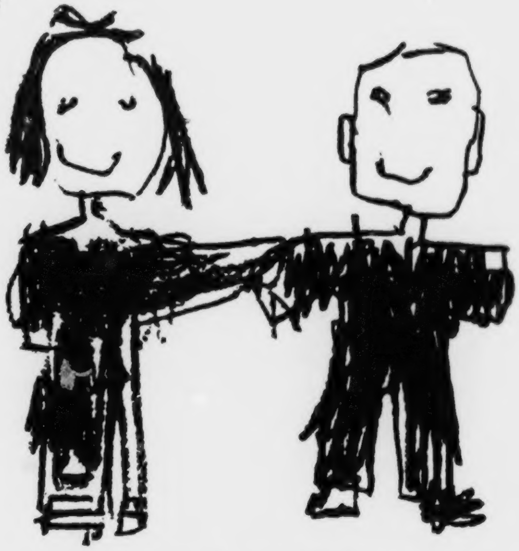
Suggested Poetry

What Are Little Boys Made Of?*

What are little boys made of, made of?
What are little boys made of?
Love and care
And skin and hair
That's what little boys are made of.

What are little girls made of, made of?
What are little girls made of?
Care and love
And skin and hair.
That's what little girls are made of.

— *Elaine Laron*



drawing by Max Burgle, age 7

**Free to Be . . . You and Me,* Marlo Thomas.

Ode to Blue*

Blue was hit by a car today.
Mom wouldn't let me see.
We put Blue in the ground today,
Behind the big pine tree.

If there's a special place for cats,
I know they have my Blue.
'Cause all around the old pine tree
The prettiest flowers grew.

by Terry Lynne Graham

Mommy*

When I woke up this morning,
My Mom had gone away.
She didn't say goodbye to me,
Or tell me where she'd stay.

Now who will fix my breakfast,
And tuck me in at night?
"Don't worry, Son," my Daddy said,
"We'll work it out all right."

by Terry Lynne Graham

Don't Dress Your Cat in an Apron**

Don't dress your cat in an apron
Just 'cause he's learning to bake.
Don't put your horse in a nightgown
Just 'cause he can't stay awake.
Don't dress your snake in a muu-muu
Just 'cause he's off on a cruise.
Don't dress your whale in galoshes
If she really prefers overshoes.

A person should wear what he wants to
And not just what other folks say.
A person should do what she likes to—
A person's a person that way.

by Dan Greenburg

My Dog Is a Plumber*

My dog is a plumber, he must be a boy.
Although I must tell you his favorite toy
Is a little play stove with pans and with pots
Which he really must like, 'cause he plays with it lots.
So perhaps he's a girl, which kind of makes sense,
Since he can't throw a ball and he can't climb a fence.
But neither can Dad, and I know *he's* a man,
And Mom is a woman, and *she* drives a van.
Maybe the problem is in trying to tell
Just what someone is by what he does well.

by Dan Greenburg

---

* *Fingerplays and Rhymes for Always and Sometimes*, Terry Lynne Graham.
** *Free to Be ... You and Me*, Marlo Thomas.

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THEME B: LEARNING EXPERIENCE IV

MY FACE AND MY BODY

Concepts:

- The human body has many parts.
- Human bodies grow and change.
- Good health practices help keep our bodies well and strong.

Preliminary Activities:

- Ask the children to clap three times. Which body part did you use?
  Ask the children to jump up and down three times. Which body parts did you use?
  Ask the children to wink. Which body parts did you use?
- Write **Body Parts** on the chalkboard. Ask the children to think of other parts of their bodies and name them. Write their responses on the chalkboard. Ask volunteers to tell what each body part can do.
- Teach the song: "Head, Shoulders, Knees and Toes" (to the tune of "There is a Tavern in the Town.")

  Head, shoulders, knees and toes,
  Knees and toes.
  Head, shoulders, knees and toes,
  Knees and toes, and
  Eyes and ears, mouth and chin and
  nose.
  Head, shoulders, knees and toes,
  Knees and toes.

  Continue singing the song a little faster each time as the children touch the corresponding parts of their bodies. (The lyrics may be translated into the home languages of children in the class.)

Children will understand that although each of us is unique, we all have similar body parts which can do many of the same actions.

CURRICULUM AREA: ART

Materials:

kraft paper, markers, crayons, fabric pieces, hand mirrors.

Vocabulary:

facial features
traditional clothes
hairstyles

Experience:

- Outline the children's bodies on large kraft paper.
- Have the children draw their facial features, hairstyles and clothing on the figures. Children may use hand mirrors to see how they look. The children may wish to "dress up" their figures in traditional ethnic clothing.

Follow-up:

When the figures are displayed in the classroom, the children can point out the differences and similarities among the children in size, skin tones, hairstyles, and ethnic clothing.

CURRICULUM AREA: MATHEMATICS

Materials:

large oaktag or railroad board, yardstick, graph paper, markers, chart paper

Vocabulary:

as tall as
growth
height
measure
size
taller/shorter
tallest/shortest
yardstick

Experience:

The teacher can mount large sheets of paper on the board and then measure each child using a yardstick. Mark the height of each child on the paper and put the child's name next to the mark. This procedure can be repeated at three-month intervals to observe children's growth patterns and development.

Follow-up:

The children can construct a graph recording their sizes and draw conclusions from the information. An experience chart story may be written about the activity.

> We measured our height.
>
> We made a graph.
>
> Mary is the tallest in the class.
>
> Frank is the smallest boy.
>
> Jandel and Arno are the same size.
>
> Jose is taller than Willie.

The comparisons children make will indicate that each person's growth patterns are unique.

CURRICULUM AREA: SCIENCE

Materials:

drawing paper, crayons

Vocabulary:

ear
eyes
feel
fingers
hear
nose
see
smell
taste
tongue
touch

Experience:

The teacher can read *My Five Senses,* by Aliki. The class can learn how the parts of our body help with the five senses.

Follow-up:

The children can make a booklet called *My Five Senses* that includes pictures of their ears, eyes, nose, fingers, and tongue. On each page a sentence may be written explaining the drawings. Children's responses will reflect their cultural interests.

> My eyes help me to see a folded paper butterfly.
>
> My ears help me to hear the steel drums.
>
> My nose helps me to smell sweet potato pie in the oven.
>
> My tongue helps me to taste manzanas.

CURRICULUM AREA: HEALTH

Materials:

model of a tooth, giant toothbrush, dental floss, toothpaste tube

Vocabulary:

bicuspid
brush
canine teeth
gums
incisor
molar
permanent/ baby teeth
rinse

Experience:

The teacher can read *How Many Teeth?* by Paul Showers to the children. The teacher asks the children if they have lost any teeth and discusses the difference between baby and permanent teeth. The children find out about good dental habits such as flossing, brushing, rinsing and eating proper foods. The teacher brainstorms a list of words associated with good dental health.

Follow-up:

- The children compose letters to the Tooth Fairy telling how they care for their teeth.
- Some of the words on the list may be translated into the native languages of the children in the class.

First Tooth Out*

My first tooth came out today,
So tiny and so white.
Mom said the Tooth Fairy would come
While I slept that night.

But I was so excited,
I couldn't sleep a wink,
Yet, if I stayed awake all night,
What would the Tooth Fairy think?

And when I woke next morning,
My tooth was gone, and yet,
How silly of me to even fear
The Tooth Fairy would forget!

I know she's very busy:
So many teeth, so little time,
And so I know I'll cherish
This special, shiny dime!

by Terry Lynne Graham

Are Your Teeth Clean and White?

(Sung to the tune of "Do Your Ears Hang Low?") Key: F. Major

Are your teeth clean and white?
Do you brush them every night?
Do you brush them in the morning?
Do you brush them right?
Do you brush them up and down,
Or do you brush them side to side?
Are your teeth clean and white?

Do you floss them good
To remove the bits of food?
Do you floss them every day?
Like you know you should?
Do you take good care of
The teeth that are there?
Do you floss them good?

---

* *Fingerplays and Rhymes for Always and Sometimes*, Terry Lynne Graham.
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CURRICULUM AREA: SOCIAL STUDIES/MATHEMATICS

Materials:

long strips of paper, 3" x 3" oaktag cards, crayons, markers, glue, experience chart paper

Vocabulary:

after
before
first
last
next
responsibility

Experience:

The teacher can:

- discuss with children what they do each day from the time they wake up until bedtime.
- record their responses on chart paper or the chalkboard.
- read the chart with the children.

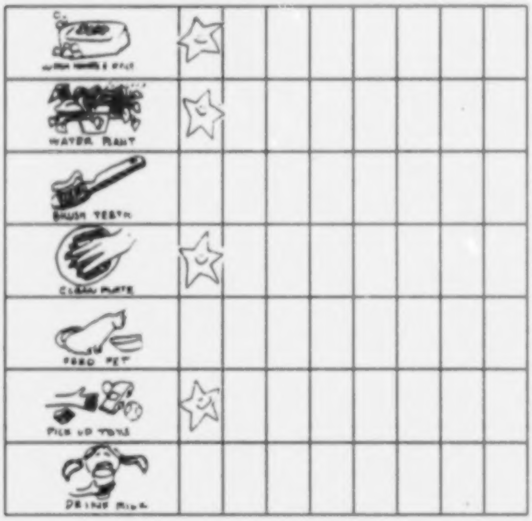
The children can:

- draw small pictures of their daily activities on the 3" x 3" oaktag.
- place the pictures in the order in which they occur during the day.
- paste the pictures on the strips of paper.

The sequence strips may be shared with a partner, a small group, or the whole class.

Follow-up:

The teacher may prepare a chart similar to the one below to send home for the children to record the activities which they can perform by themselves.



CURRICULUM AREA: WRITING

Materials:

chart paper, hand mirrors, drawing paper

Vocabulary:

black
blue
brown
green
oval
round
slanted
curly
straight
wavy
(words associated with skin tones)

Experience:

The teacher can read *Straight Hair, Curly Hair*, by Augusta Goldin, distribute hand mirrors to the children, and ask them to think of words that describe their features. The words may be written on chart paper under the headings: hair, eyes, skin, size.

Children will have opportunities to describe the similarities and differences in their physical appearances.

Follow-up:

The children can write "Me Poetry" by filling in the blank spaces and illustrating their work.

Mirror, mirror on the wall,
Look at me when I call.
See my _______ hair.
See my _______ eyes.
See my _______ skin.
And see my ______ size.
Mirror mirror, look and see.
Mirror mirror, look at ME.

Culminating Project

LEARNING EXPERIENCE IV: MY FACE AND MY BODY

The children can perform the posture exercise described in the lyrics of "Posture Exercises" from *Learning Basic Skills Through Music, Vol. III - Health and Safety,* by Hap Palmer.

Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Pretend you're a tree for the first exercise.
Let your branches grow up—Isn't it fun?
Reach, reach for the sun!
(Kneel and slowly stand, and bring arms up.)
The wind blows right and the wind blows left.
(Hands in air—Bend right and then left.)
The wind blows right and the wind blows left.

Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Pretend you're a rocket for the first exercise.
On your tippy toes, that's how the rocket goes.
(Go up on toes. Raise hands. Put them together and stretch.)
Put your hands together.
They will be the rocket's nose.
Walk on your toes and hold your hands high.
(Walk around in circle on toes and stretch.)
Stretch, stretch and pretend you can fly.
Let's do some posture exercises.
They're good for people of all sizes.
Stand up straight with your arms at your sides.
Listen very carefully for the last exercise.
Wiggle your shoulders up and down.
Up and then 'round and 'round.
Find yourself a space against a wall.
Make your back touch and stand up tall.

Children may wish to share popular games and exercises common to their particular cultures, such as the Chinese Rubber Band Jump, or Hand Jive, an African-American dance game. To play the game, one person initiates an action and the other players follow along. This rhyme may accompany the children's actions:

Shake your fist like you're looking for a fight.
Now hug yourself because you did it right.
Grab your elbow to make sure it's there.
Grab the other one just to be fair.
You did that hand jive right again.
So hug yourself like a good friend.
OO-ee, OO-ee, OO-ee.
Hand jive is good for me.

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LEARNING EXPERIENCE IV: MY FACE AND MY BODY

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THEME B: LEARNING EXPERIENCE V

FAMILY CUSTOMS, TRADITIONS, AND CELEBRATIONS

Concepts:

- Family holidays symbolize people's heritage and culture.
- Family games are passed down through the generations.
- Songs, dances, chants, and parades are expressions of cultural heritage.
- Sharing of culture and traditions helps people to understand themselves and others.

Preliminary Activity:

Plan to establish a Multicultural Learning Center in the classroom for the materials and experiences in this unit. Children can create family banners or shields to be be displayed in the center. The banners may be divided into four sections and pictures drawn in each one depicting important family customs and traditions such as:

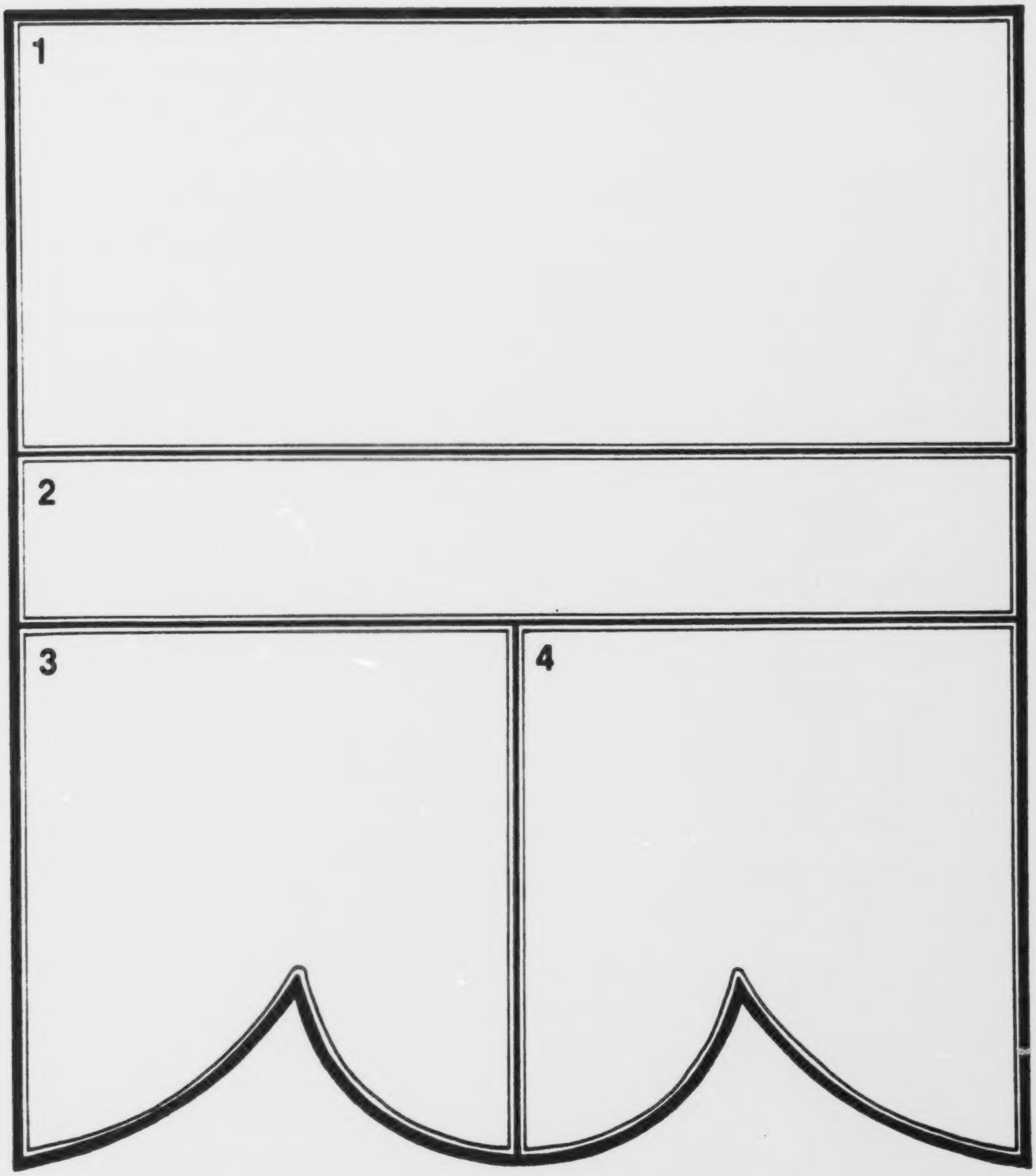
- family foods
- family artifacts
- family celebrations
- traditional clothing

When the banners are completed, the children may share and compare the pictures they made. Teachers can point out the similarities and differences among the pictures.

MY FAMILY BANNER

Name ________________________________

In space 1, draw a picture of a family celebration. In space 2, write your family's last name
In spaces 3, and 4, draw a picture of: family foods, family artifacts, traditional clothing



CURRICULUM AREAS: SOCIAL STUDIES, ART, MUSIC, MOVEMENT

Vocabulary:

celebration
dragon
lily flower
mask
scroll

The teacher can:

- read *Moy Moy*, by Leo Politi; *Happy New Year*, by Yen Liang; or *Mr. Chu*, by Norma Keating.
- discuss how Chinese people celebrate the new year.

The children may:

- tell how their families celebrate the new year.
- share some of the highlights of the celebration in their homes.
- participate in activities on the following pages to share the symbols and experiences of New Year's celebrations around the world.

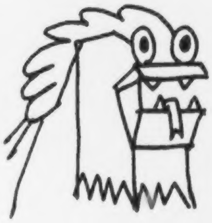
(The following activities are suggested as ways of introducing children to multicultural customs and traditions. It is important that the teacher include material representative of the cultural backgrounds of the children in the class in this learning experience. Whenever possible, the activities should be initiated on the appropriate calendar dates.)

Chinese New Year (January-February)

The teacher can share the following information with the class:

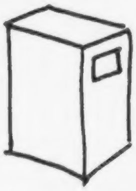
> Chinese New Year is a time for families to gather together. The houses are cleaned, tools are fixed, clothes mended, and all debts paid. Children receive new clothes and money in small red envelopes called "hung-bao" in Mandarin and "lai-see" in Cantonese. Bright red, the color representing good fortune, is seen everywhere. People shoot fireworks and firecrackers to frighten away evil spirits. When people meet, they say "Gung Hay Fat Choy" (Happy New Year).
>
> The Dancing Dragon is a significant symbol in the Chinese New Year's celebrations. It winds its way up and down the streets to bring good wishes and scare away evil.

How to Make Dragon Masks

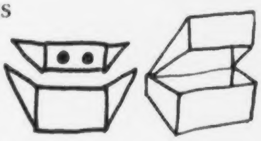


Materials: two large grocery bags, white construction paper, black construction paper, green construction paper, crepe paper, felt, glue, tape, stapler

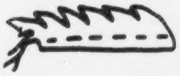
Directions:



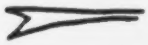
1. Cut an eye opening in one of the narrow sides of a grocery bag.
2. Color and fringe bottom of bag.



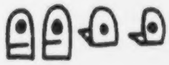
3. Cut two mouth pieces out of the second grocery bag; fold as shown (to fit narrow side of bag). Tape pieces together at side



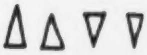
4. Cut fin from construction paper 6" x 18" (half of 12" x 18" piece). Make fold about 1" up on straight side of paper.



5. Cut tongue on colored felt. Staple to lower mouthpiece.



6. Cut eyes from white construction paper, and black circles for children to glue on. Make fold about 1" up on straight edge.



7. Cut four white teeth and glue on mouth.
8. Glue fin and eyes on top of bag.
9. Staple crepe paper streamer to fin and mouth to bag.

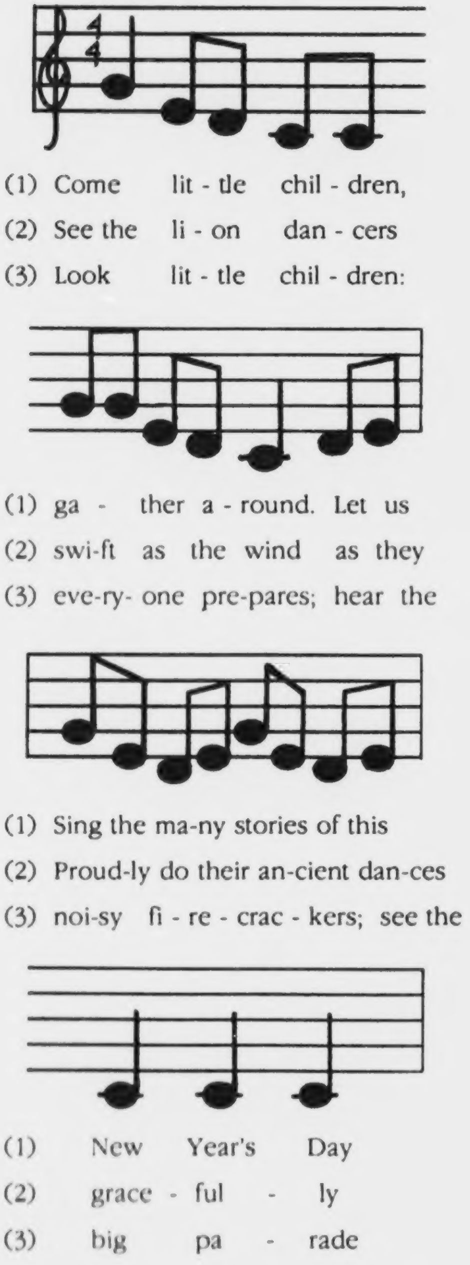
How to Play Catch The Dragon's Tail

Materials: red bandana or red crepe paper

Directions:

1. Eight children form a line placing hands on one another's waists.
2. Name the first person the dragon's head.
3. Name the last person the dragon's tail. A bandana or piece of red crepe paper in the last person's back pocket may be the dragon's tail.
4. The dragon's head maneuvers and makes the line weave about as it tries to grab the tail.
5. The rest of the players in the line maneuver to keep the head from catching the tail.
6. The same person remains the head if s/he catches the tail.
7. As soon as anyone lets go of the waist of the person in front, the dragon dies, and the next person in line is the head of a new dragon.
8. Continue until everyone has had a turn being the head or the tail.

Chinese New Year's Song

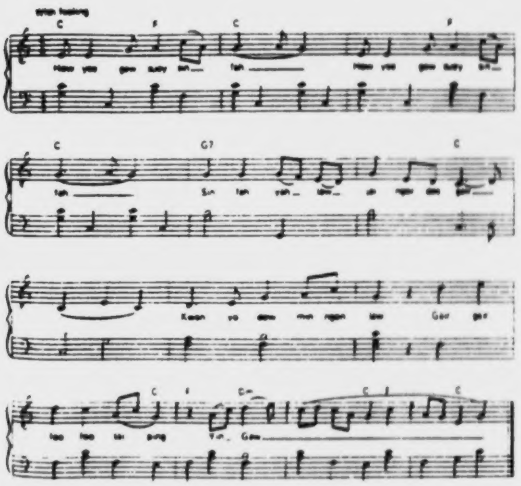

(1) Come lit - tle chil - dren,
(2) See the li - on dan - cers
(3) Look lit - tle chil - dren:
(1) ga - ther a - round. Let us
(2) swi-ft as the wind as they
(3) eve-ry- one pre-pares; hear the
(1) Sing the ma-ny stories of this
(2) Proud-ly do their an-cient dan-ces
(3) noi-sy fi - re - crac - kers; see the
(1) New Year's Day
(2) grace - ful - ly
(3) big pa - rade

Composed by: Lucinda Lee, San Francisco Chinese Bilingual Project, ESEA Title VII.

How Yee Gaw Suey Sin Fah
(Chinese Lily Song)

For the Chinese, the lily is the symbol of the new year. It is seen as an important omen that predicts what their fortune will be in the new year. The legend says that if your lily plant grows well and blooms profusely, you shall have a good and prosperous year. If the lily does not flower, bad luck is in store for you. So the lily plant is handled with great care. One touches it only with clean hands; gives it fresh, pure water; sees that it gets proper sunshine; and does one's best to nurture it.

Music Traditional. Arranged by Venona Johnson. Translated by Eleanor Chroman.



How yee gaw suey sin fah,
How yee gaw suey sin fah,
Sin fah ya law jai ngor dee gair.
Kwan yo dow min ngon law
Gair gair foo foo tai ping
Yin gaw.

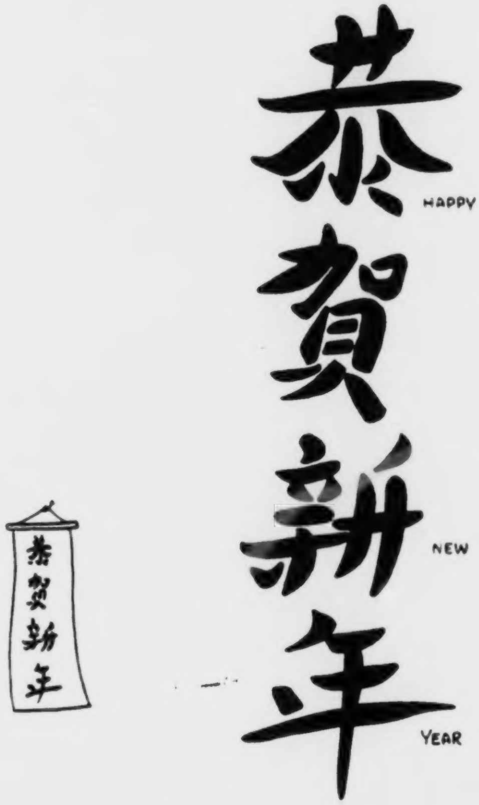
Our lily flower is lovely
Our lily flower is lovely
Lovely lily flower in our home.
All day long our friends will come.
All are happy and sing.
Good wishes for the New Year they bring.

How to Make Chinese New Year's Scrolls

Materials: 18" x 6" red construction paper, 6" x 5" black construction paper, red yarn, copies of the Chinese characters, glue

Directions: The Chinese characters stand for "Happy New Year." The scroll should be made of red construction paper with a black border on the top. According to Chinese tradition, red symbolizes good luck. The two-week holiday falls between January 21 and February 19.

1. Cut one 18" x 6" rectangle in red construction paper and another 6" x 5" in black paper. Also cut a 20" piece of red yarn.
2. Give the children a copy of the Chinese characters.
3. Fold the black piece of paper in half and place a string on the inside fold, then glue it to the top as shown on the right.



Native American New Year (Summer)

Materials:

drums, unpopped popcorn, paper plates, glue

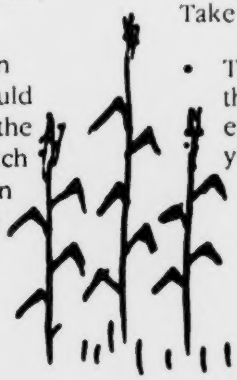
Vocabulary:

chant
cornfield

Experience:

The teacher can tell the following story:

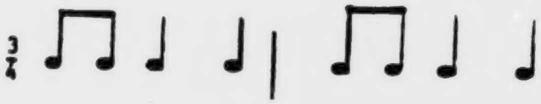
> A long, long time ago before the Choctaw people used a calendar like the one we know today, they used the seasons as a calendar. The Choctaw have always been very close to Mother Earth, and the seasons told the Choctaw people of old when the year had passed and when a new year was beginning.
>
> For them the most important time of the year was late in July or early August when corn had ripened and the vegetables and fruits were ready to eat. At that time they celebrated the Green Corn Dance. It marked the beginning of a new year for them; therefore, it was a New Year's celebration.
>
> At this time, as old fires were put out and new ones were lighted, they were very careful to make sure that all the people of the tribe were getting along together. The Choctaw viewed the new year as a new beginning—a time when past mistakes were forgiven, a time when all crimes, except murder, were pardoned.
>
> The people of the Choctaw nation wanted to make sure that life would be peaceful and orderly through the year until the next harvest. So each year at the time of the Green Corn Dance, new laws were made and families renewed their ties.



Corn Song

Dakota

Rhythmic drum pattern:



Single rows of Dakota men and women face each other. As the drum beats a prelude, heads are slowly lifted to gaze upward. While chanting the first phase, the left hand is lifted and held high; as the second phase is chanted, the right hand is raised. The hands approach each other during the third phase, then are slowly lowered, the eyes following the movement of the hands.

These words are softly chanted, not sung, to the beat of a drum:

> Over cornfield comes the rain cloud;
> Over cornfield comes the thunder.
> Butterflies will soon be playing
> Over corn with tassels waving.

Planting Song

Hopi

Never plant just one seed.
Always plant four—
The first for your enemy,
The second for the poor,
The third for the pest which preys upon the field.
Take for yourself the fourth seed's yield.

- Teachers may discuss fractions related to the planting song, e.g., 1/4 for the enemy, 1/4 for the poor ... 4/4 = whole yield.

Greek New Year

Greek New Year's Bread (Vasilopeta)

This Greek New Year's bread is a large loaf of sweet bread formed from several little balls. Blanched almonds are poked into the dough to form the numeral of the new year. It is customary to bake a coin in each loaf and slice the bread at midnight. Whoever gets the coin is blessed with good fortune in the new year. Teacher and children can prepare the ingredients and bake the bread.

Ingredients:

3/4 tsp. active dry yeast
1 Tbs. warm water
1 Tbs. milk
1 Tbs. butter
3 Tbs. beaten egg
1-1/3 Tbs. sugar
1/2 tsp. grated orange peel
1 pinch nutmeg
1 pinch salt
2/3 cups unsifted all-purpose flour

Directions:

1. Combine the yeast with the warm water and stir to dissolve.
2. Add the next seven ingredients and stir well.
3. Add the flour slowly to the liquid, use a little less or a little more than 2/3 cup flour to make the dough a workable consistency.
4. Knead the dough on a floured board for five minutes, cover and let rise for one hour in a warm place.
5. Punch down and knead again.
6. Make 1/2" balls and form a loaf.
7. Cover and let rise for twenty minutes in a warm place.
8. Brush top with egg yolk mixed with 1 Tbs. water.
9. Decorate with sesame seeds and blanched almonds.
10. Bake at 350° F for 15 minutes.

- Mathematics skills related to this recipe may be discussed, e.g., measurement, temperature, time, fractions, non-standard measurement (pinch).

Jewish New Year (Rosh Hashanah) (Fall)

Materials:

apples, honey, challah

Vocabulary:

challah	sweet
sour	tradition

Experience:

The teacher can share the following information with the class:

> Rosh Hashanah is the Jewish New Year. In Hebrew, "Rosh" means "head" and "shanah" means "year." In many cultures the new year is greeted with noise and joy, but the Jewish New Year is greeted with a solemn, quiet, serious heart. It is a very serious occasion for the Jewish people. For them, it is a holy day, the birthday of the world and the beginning of a New Year on the Hebrew calendar.
>
> In Israel, it is traditional to exchange gifts. In America, people send greeting cards and enjoy festive meals. Sweet foods are served signifying a sweet new year ahead. Dipping apples in honey is one of the common customs. Two loaves of challah are shared to represent a good harvest to come.

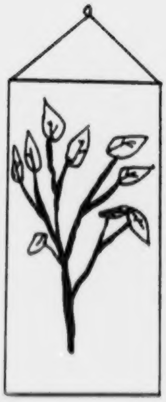
The children can:

- eat apple wedges dipped in honey.
- share a loaf of challah.
- taste something sour.
- discuss sweet and sour tastes.
- relate sweet and sour to experiences they have had.

Mathematics Skills: Fractions

- Teachers may use an apple to show fractions:
  - — Have children estimate how many apples the class will need for each child to receive 1/2 of an apple.
  - — Repeat the exercise using quartered apples.

Vietnamese New Year (Tet) (Spring)



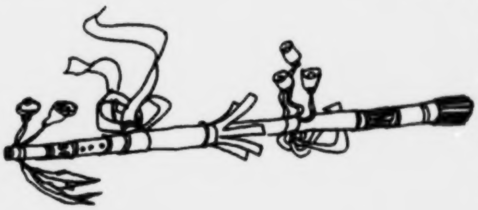
Materials:

12" x 6" white construction paper (one per student)
3" x 6" black construction paper
2" x 2" squares of pastel tissue paper
black tempera paint mixed to consistency of thick cream
drinking straws, 3" to 4" lengths
dowel rods, about 2 feet long, or tree branches
feathers, bells, ribbons, and other small ornaments

Vocabulary: Tet, evil spirits

Experience: The teacher can share the following information with the class:

> Vietnamese New Year, usually known as Tet, is Vietnam's biggest celebration of the year. It is a family reunion, a spring festival, and a national holiday. The New Year is a happy time, with gift-giving and feasting. Outside the home, a bow and arrow pointing south are painted. These are said to protect the home from evil spirits. A long bamboo pole is set in the courtyard. It is decorated with paper, bells, branches, feathers, and other ornaments.
>
> At midnight, the family goes to the temple to give thanks for past blessings. They bring home flowers and branches from fruit trees to symbolize prosperity and happiness in the New Year.
>
> To prepare for the New Year, cars are washed, houses are repainted, and furniture is cleaned. Children as well as adults wear new clothes on New Year's Day. Everything and everybody are prepared for the New Year.
>
> It is the custom never to throw away the household rubbish during the first three days of the year. This would mean, symbolically, that one would be throwing away one's most precious possession. Scolding is strictly forbidden since it may bring bad luck in the new year. Crying is also prohibited because that would bring tears for the rest of the year.



> People spend most of their time during the first three days of the year visiting friends and wishing one another happiness, riches, and longevity in the new year. Children are given money in small red envelopes by their parents and by visitors. Hung on the front door of each house is a red banner reading Cung Chuc Tan Xuan, meaning compliments of the seasons.
>
> Tet is also considered the wedding season. People usually choose this occasion to get married because they believe that the happiness of their first wedlock days, which are also the first days of the year, will remain with them for the rest of the year and the rest of their lives.
>
> This is the time when the Vietnamese people look back on their past, enjoy the present, and look forward to the future. It is truly a comprehensive holiday, and all Vietnamese give it full observance.

The children can participate in the following activities for celebrating the Vietnamese New Year:

How to Make a Vietnamese Wall Hanging

Directions:

1. Place a small amount of paint (about the size of a quarter) on a piece of 6" x 12" white construction paper.
2. Using a drinking straw, blow gently, making the paint travel upward to the top of the paper, creating a branch with some twigs on it.
3. When the paint has dried, glue on tissue flowers (dab the tissue square in white glue or paste and press down with finger and twist gently). Fold the black construction paper in half and paste it to the white paper. Slip a piece of black string or yarn through the top before pasting to make a hanger.

Make poles for the holiday using dowel rods or tree branches. Decorate with feathers, ribbons, crepe paper and small bells.

Ecuadorian New Year (December)

Materials:

old, child-sized, long-sleeved shirt, trousers, scarf, shoes, and hat
newspaper or rags
small paper grocery bag (bottom approximately 4 1/2" x 7 1/2")
markers or crayons
safety pins
chair
string
writing paper
pencils

Vocabulary:

old year
new year
resolutions

Experience:

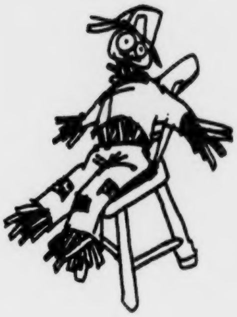
The teacher can share the following information with the class:

> In Ecuador children celebrate the end of the old year on December 31, just before the new year begins. Families collect old clothes and stuff them with straw or rags to create figures representing the old year. The figures are placed on decorated chairs around which children dance and sing. Everyone writes resolutions and pins them onto the figures. At midnight the figures are removed so the new year can begin with happiness and prosperity.

The children can make a resolution doll:

Directions:

1. Stuff the paper bag firmly so that the stuffing extends about 6" beyond the edge of the bag. Tie string around the bag one-third of the way from the opening to form a neck.
2. Hold the bag upside down and draw facial features on it with markers or crayons. Then tuck the stuffing extending from the paper bag into the neck of the shirt. Tie the scarf around the figure's neck.
3. Tuck the stuffing extending from the bottom of the shirt into the top of the figure's trousers. Fasten the shirt and the trousers together with several safety pins.
4. Tuck the stuffing extending from each trouser leg into a shoe or sneaker.



5. Pull out some of the stuffing from each shirt sleeve for a hand. If desired, cover each hand with a mitten.
6. Place the hat on top of the paper bag head. (Allow children to add accessories to the figure, if desired.)
7. Seat the figure on a chair at the front of the room and remind children to handle it with care.

The teacher can:

- discuss New Year's resolutions.
- distribute writing paper and a pencil to each child.
- have children write simple sentences to tell what they would like to improve upon or learn about in the new year. (Some children may dictate their sentences.)
- use safety pins to attach the notes to the arms, chest, and legs of the figure.
- read some of the notes on the figure with the class. Talk about how children can achieve their goals.
- teach children the poem below to recite as they march in a circle around the "old year" figure.

Good-bye to the old year*

Good-bye to the old year,
Hello to the new.
There are so many things
I'd like to do.
Next year I'll learn,
And surely will grow.
Good-bye to the old year,
New year, "Hello!"

Mathematical Skill: Calendar (months)

The teacher can ask:

- How many months are in the year?
- What year is it?
- What was last year?
- What year is coming?
- For how many months have we been in school?

---

* *Wonderful World,* Macmillan Early Skills Program, Copyright 1985 Macmillan Educational Company, a Division of Macmillan, Inc. Permission pending.

Children's Action Games from Around the World

AFRICA

Blindman's Bluff

Materials:

two 8" dull-ended sticks
one blindfold of soft cloth
one 12" square of soft cloth

Directions:

- In a large playing area (about 20' square), have the children form a circle.
- Choose one child to be the tapper and one to be the searcher. Give the two sticks to the tapper. Blindfold the searcher and give him or her the 12" square of soft cloth.
- Lead the tapper and the searcher to their positions inside the circle of children. The searcher stands in the center of the circle and the tapper stands somewhere else inside the circle, not too close to the searcher.
- When you say "Start," the tapper begins tapping the two sticks together in a constant rhythm, holding the sticks pointed downward. The searcher listens to the tapping sounds and tries to locate the tapper, flapping the 12" piece of cloth until it flaps against the tapper. The children in the circle must not let the searcher step outside the circle. Tappers may not move from their spot.
- When the searcher has found the tapper, the game ends. Choose two or more children to be the tapper and searcher. Continue playing as long as interest remains.

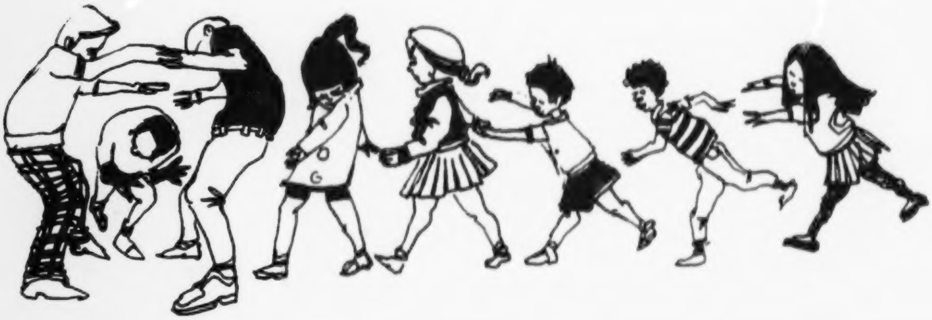
African Game Trap

Directions:

1. In a large playing area (about 20' square), have the children form a circle.
2. Choose two children to be the hunters. They stand facing each other and join hands. They hold their joined hands as high above their heads as they can, forming an arch.
3. The remaining children march around the circle, through the arch. As they march, everyone recites the chant below. The children should not run during the game, but should march in time to the chant. On the word "game," the hunters drop their arms and catch the child who is under the arch. That child becomes a hunter and takes a place next to one of the hunters. The next child caught takes a place facing the first child caught, forming a second arch. As the game continues, the children form more and more arches. The game is over when everyone has been caught.

African Game Chant

Lions and leopards, lions and leopards,
Hunting at night
Lions and leopards, lions and leopards,
Catch that game!



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JAPAN

Hana, Hana, Hana, Kuchi

1. Teach the children the following Japanese words and their meanings:
   hana = "nose"
   kuchi = "mouth"
   mimi = "ear"
   me = "eye"
2. Have the children form a circle. Choose a child to be the leader and stand in the center.
3. The leader calls out, "Hana, hana, hana, kuchi," at the same time touching his or her nose three times. On "kuchi," however, instead of touching his or her mouth, the leader touches some other body part, such as a knee. The leader repeats the phrase again and again, substituting "mimi" and "me" for "kuchi" and touching either corresponding or non-corresponding body parts as he or she chooses.

   The children in the circle must always do what the leader says, not necessarily what the leader does. A child who does not follow the spoken directions drops out of the game. The last child left in the circle is the winner.

Jan-Ken-Pon

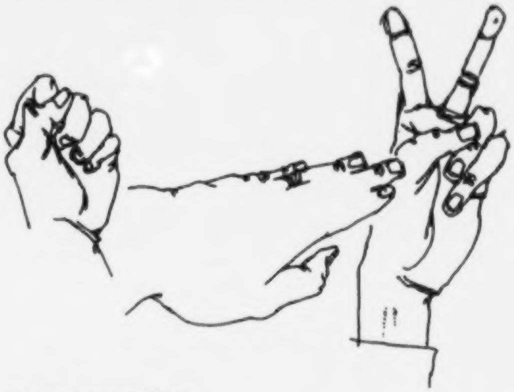
Directions:

1. Before playing this game, teach the children three hand positions: the rock, which is a fist; the scissors, which are a fist with forefinger and middle finger extended in a V; and the paper, which is a flat hand.
2. Have the children choose partners. The children put their hands behind their backs.
3. In each round of the game, a child may choose to show the rock, the scissors, or the paper. Both children in each pair must show their choices at the same time. The children should not tell each other their choices.

   Together, the children chant "Jan-ken-pon." On the syllable "pon," each child brings one hand out from behind his or her back. As the children brings the hand out, he or she makes the sign for rock, scissors, or paper.

   In each pair, one child wins according to the following rules: Rock beats scissors because it can dull them; scissors beat paper because they can cut it; paper beats rock because it can cover it. If both children make the same sign, the round is a draw.

Continue the game until the children lose interest. Older children can keep track of how many times each child wins. A child who wins five rounds is the winner.



Japanese Tag

Directions:

This game should be played in a large area where the children can run freely.

1. Choose one child to be "it." When you say "Start," "it" chases the other children, trying to tag them. When "it" succeeds in tagging another child, the tagged child becomes "it" and tries to tag another child.
2. When a child is tagged, the child must put a hand on the spot on his or her body where he or she was tagged. The child keeps that hand on that spot until he or she tags another child. For example, if "it" tags a child on the right hip, the child must keep a hand on his or her right hip until he or she tags another child. Children must use only their hands to tag other children; contact by other parts of the body (feet or head, for instance) does not count as tagging.

NATIVE AMERICAN

Cup-on-a-Stick

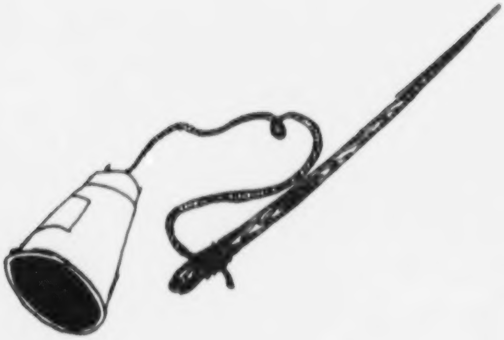
Native Americans played several varieties of games where an object was tossed up and caught. The top section was connected by string to a pointed stick. The object of these games was to swing the stick, thereby tossing the object up and catching it on the pointed stick. This game is similar to the Mexican game of Balero.

Materials:

12" stick, needle or pin, paper cup, 15" length of string

Directions:

1. The teacher can use a pin to make a hole in the bottom of the paper cup.
2. Have the children insert thread through the hole and make a knot on the inside of the cup.
3. Wrap the opposite end of the string around the stick and knot.
4. Take turns swinging the cup in the air while trying to catch it on the top of the stick.



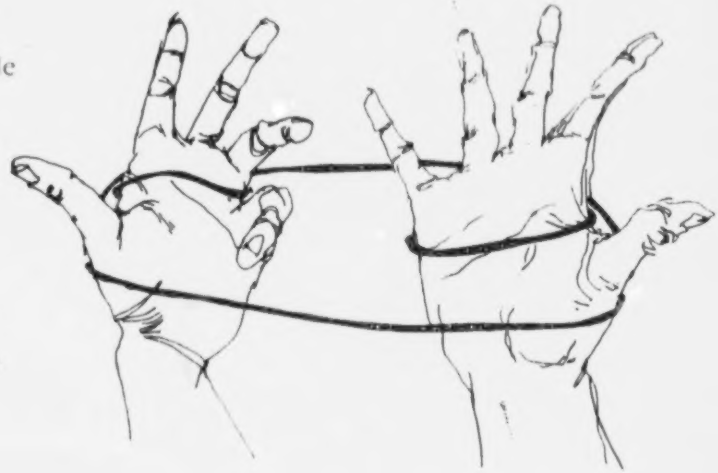
Cat's Cradle

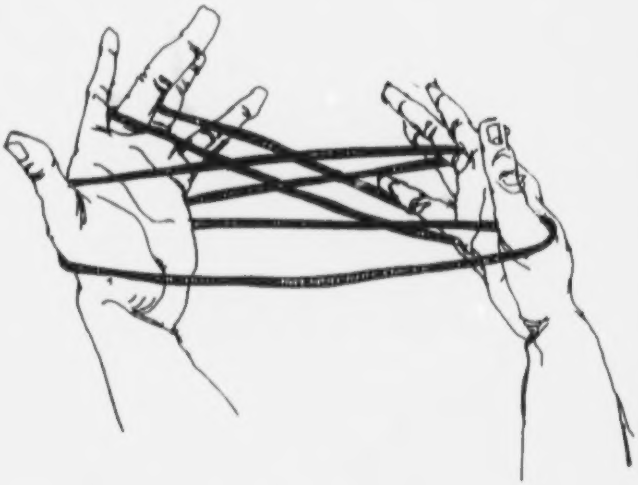
Materials:

strings about 24" long

Directions:

1. Make a large loop with the string.
2. Weave fingers and pass string back and forth.
3. Pull loops to opposite middle finger.
4. Make new designs on partner's string.





GREECE

Odd or Even

This is a favorite game that was played even in ancient times. Use two players in each game and give the players ten beans each.

Directions: Player Number One places any number of beans in his or her closed hand and asks, "Odd or even?" Player Number Two looks at the closed fist and guesses, "Even." If it is really an odd number of beans in the closed fist, Player Number One says "Give me one to make it even." On a correct guess, guesser is given one bean. Play continues until one player is out of beans.

Hide and Seek

Hide and Seek requires three to ten players. A tin can is used to make the "home" position of "it". "It" then tries to find those hiding and when one is found they race back to the can. If the hider gets to the can first and kicks it over, everyone is free. If "it" gets to the can first, he or she jumps over the can and says 1-2-3 on (name of hider). Play continues until all players are found or one player kicks the can and frees everyone.

Krifto

Krifto requires four or more players. "It" should stand at home base and count to 20 while hiding her face in her arm. After 20 counts, "it" may look for those persons who are hiding. When "it' finds them, everyone should run back to the home base. Whoever touches home base first is the winner.

MEXICO

Juan Pirulero (John the Piccolo)

This game requires one group and one leader. Children sit in a circle with the leader in the center. All pretend to play instruments different from the leader (guitar, piano, tuba, flute, etc.). At intervals the leader changes over to any other instrument being played in the group. Those children playing instruments the same as the leader's must quickly switch to a new instrument. Those forgetting to change quickly are out of the game.

This chant or any similar one may be used:

Este es el juego
De Juan Pirulero y cada
Quien atiende a su juego

This is the game
Of John the Piccolo and everyone
Pays attention to this

La Pelota (The Ball)

This game requires two or more players.

A 12"-18" circular target should be placed on the floor, 5'-10' from the group. The players take turns rolling a ball into the circle. Those who miss the target pay a forfeit. Some examples of forfeits may be:

- Bend so your head touches the floor.
- Laugh three different ways.
- Say: "Bob's Big Black Bear Bit a Big Blue Bug" three times quickly.
- Pantomime a babysitter caring for a crying baby.

CHINA

Lame Chicken

This game is for two or more players. The equipment is ten ice cream sticks or tongue depressors spaced one foot apart in an even row. Players must hop over each of the sticks on one leg. After hopping over the ten sticks, the player picks up the tenth stick and hops back over the remaining nine sticks. This continues until all the sticks are picked up or the player touches his/her other foot to the ground or to any of the sticks.

Note: This is an excellent game to introduce subtraction skills.

Chopstick Pickup

This game is for two players. The equipment is one bowl and a pair of chopsticks for each player. Five marbles are given to each player. The players are to use chopsticks to move the marbles from one bowl to the other. Hands may not touch the marbles; however, if a marble drops on the floor, players may use their hands to pick up the marble and place it in the original bowl so they may begin again.

MAORI (NEW ZEALAND)

Lemme Sticks (Maori Stick Game)

This game from New Zealand can be played in many ways. It is played by partners with four sticks, two for each partner. This can be a good craft project, as each player will want to own a set of personalized sticks.

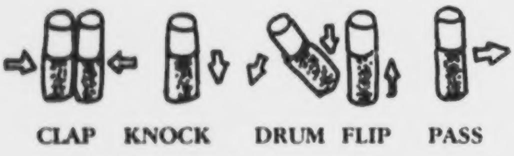
The sticks are about 9" long and 3/4" in diameter. They can be broom sticks, dowels or green sticks cut from trees. The sticks should be made smooth. They can then be carved, painted or stained.

The story of Maori Sticks is that a young boy whose sweetheart has left sings to his father that what he is doing may seem silly but he is thinking of his sweetheart and marking time until she returns to him. The father replies to his son, saying, "You are silly because your sweetheart may never return."

Directions: Two players sit facing each other on the floor, each with a set of sticks. One movement is made to each beat of the song. There are 5 basic movements. It is important that the stick be grasped in the center. The sticks are held upright, and when passed to a partner, they are passed in the vertical position. As players advance in skill, four may play sitting in a square facing partners. The following movements are performed to the chant. We suggest these directions as a starter, but the real fun can develop when children make up their own patterns of movement. So, let's be CREATIVE!

Clap: Hit own sticks together upright.

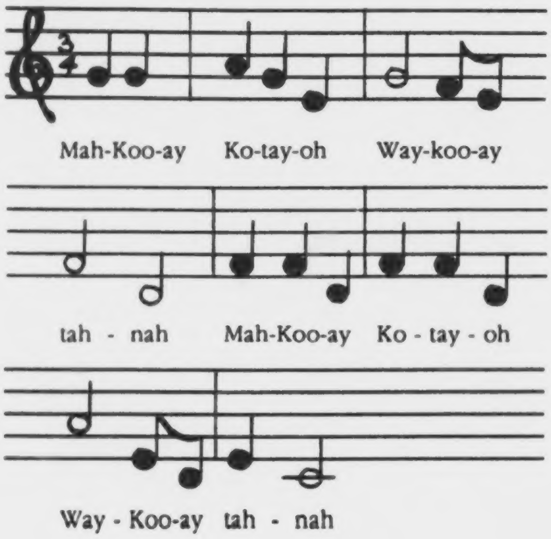
Knock: Hit bottom ends of sticks on the floor.



This game is useful in discussing the mathematics skill of patterning. Children may be asked to discuss the patterns in the rhythms.

1. Knock, clap, hit right sticks.
   Knock, clap, hit left sticks.
   Knock, clap, hit right sticks, hit left sticks.
   (Repeat 7 times)
2. Knock, clap, flip right.
   Knock, clap, flip left.
   Knock, clap, flip right, flip left.
   (Repeat 5 times)
3. Knock, clap, flip left, flip right.
   (Repeat 5 times)
4. Knock, clap, flip right, flip right.
   Knock, clap, flip left, flip left.
   (Repeat once)
5. Knock, clap, flip right and pass left to right.
   Knock, clap, flip left and pass right to left.
   (Repeat once)
6. To the side, knock bottom, knock top, flip twice.
   To the front, knock bottom, knock top, flip twice.
   Knock, clap, flip right, flip left.
   (Repeat once)
7. Knock, clap, flip right, flip left and continue flipping to the end of the verse, learning backwards until you are on your back. Then, start coming back up continuing to flip right and then left until the end of the verse.

Music for Lemme Sticks



Singing Games from Many Cultures

Children learn variations of popular games that are passed down in families. Circle games involving the passing of a marker are traditional in many cultures. Often the game is accompanied by a song.

AFRICA

Where Is the Pebble?

This circle game is from Africa. It may be played indoors or outdoors. One child in the center tries to follow the journey of a pebble as it is passed from hand to hand around the circle.

All children in the circle pretend to pass the pebble as they sing. At the end of the song everyone stops, and the child in the center must guess who is holding the pebble. If the child is right, he or she joins the circle. If the child is wrong, he or she is out of the game. The one holding the pebble goes to the center, and the game continues.

Refrain: Oh, the pebble travels around the circle, 'round the circle; Where it goes, oh, nobody knows.

1. I think that nobody knows where the pebble goes.

   I think that nobody knows where the pebble goes.

   Refrain

2. But maybe somebody knows where the pebble goes.

   I think that somebody knows where the pebble goes. I know!

PUERTO RICO

El Florón

El Florón ("Who Has the Flower?") is from Puerto Rico. Children are seated in a circle. When the song begins, an object is passed from hand to hand. The child who is holding the object when the song ends is eliminated from play, and the song is repeated until the last player remaining is declared the winner.

El florón paso por aquí, yo no lo vi, yo no lo vi.
El florón paso por aquí, yo no lo vi, yo no lo vi.

Que pase, que pase, que pase el florón?
Que pase, que pase, que pase el florón?

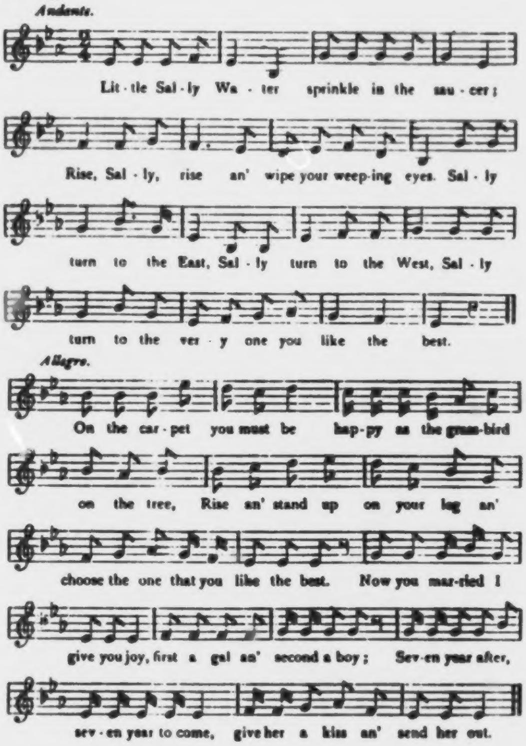
Did you see the flower go by?
Where did it go? Where did it go?

Did you see the flower go by?
Where did it go? Where did it go?

Don't hold it, don't hold it, but pass the flower on.

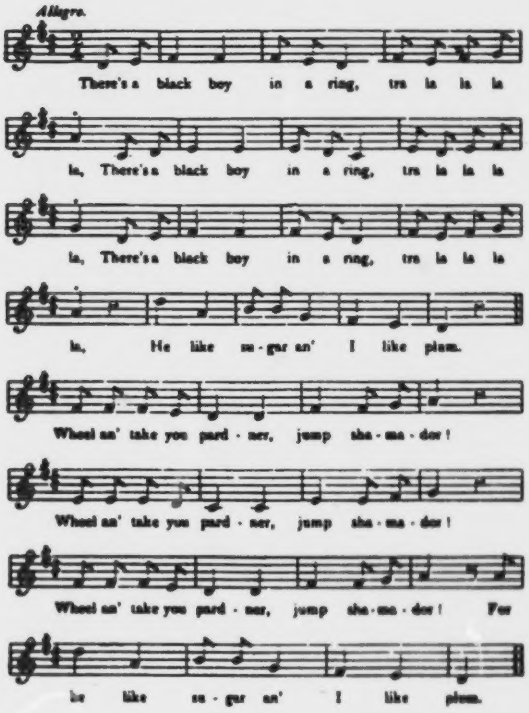
JAMAICA

Ring Tunes


Andante.
Lit-tle Sal-ly Wa-ter sprinkle in the sau-cer;
Rise, Sal-ly, rise an' wipe your weep-ing eyes. Sal-ly
turn to the East, Sal-ly turn to the West, Sal-ly
turn to the ver-y one you like the best.
Allegro.
On the car-pet you must be hap-py as the grass-bird
on the tree, Rise an' stand up on your leg an'
choose the one that you like the best. Now you mar-ried I
give you joy, first a gal an' second a boy; Sev-en year after,
sev-en year to come, give her a kiss an' send her out.

The children join hands and form a ring. One person crouches in the middle and impersonates Sally Water. At the words "Rise, Sally, rise," the child slowly rises to an erect position, brushing away imaginary tears, turns first one way and then another, and chooses a partner out of the ring.

Where the tempo changes, they wheel—a rapid turning dance—and after the wheeling, the partner is left inside the ring and becomes Sally Water.


Allegro.
There's a black boy in a ring, tra la la la
la, There's a black boy in a ring, tra la la la
la, There's a black boy in a ring, tra la la la
la, He like su-gar an' I like plum.
Wheel an' take you pard-ner, jump sha-ma-dor!
Wheel an' take you pard-ner, jump sha-ma-dor!
Wheel an' take you pard-ner, jump sha-ma-dor! For
he like su-gar an' I like plum.

The child inside the ring chooses a partner, who is left there after the dance. That child obtains release by choosing another partner to leave behind.

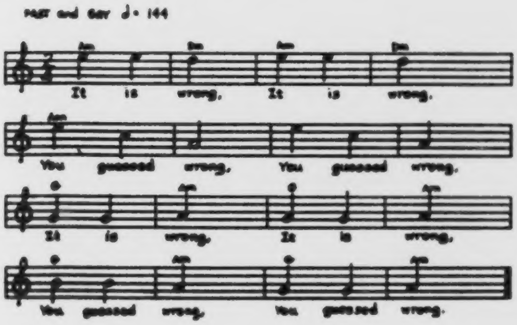
Variations: black child, brown child, white child, boy or girl

NATIVE AMERICAN

The Moccasin Game

In this game the players try to guess where a small pebble is hidden while they are distracted by humming and deceptive maneuvers. In the original version of the game, four players are divided into two teams which face each other. Four stones are hidden, one to a moccasin. Only one of the stones has a marking. As the humming grows louder and one team shuffles the moccasins, the other team must guess where the marked pebble is hidden. The player who guesses correctly four times wins the game.

Song of the Moccasin Game

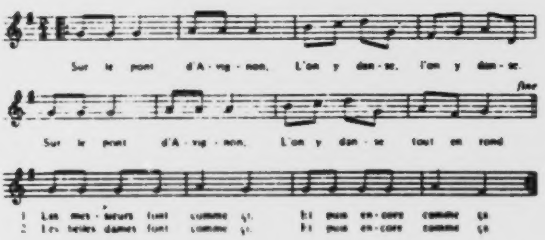

Fast and Gay ♩= 144
It is wrong, It is wrong.
You guessed wrong, You guessed wrong.
It is wrong, It is wrong.
You guessed wrong, You guessed wrong.

FRANCE

*Sur le pont d'Avignon**

Teach the children the French words to the song on this page, one line at a time. (The English translation is given for your reference. The children may learn the song in English instead, or as well, if you wish.)

When the children have learned the words, have them form a circle, alternating boys and girls. While they sing the chorus, they circle to the right. When the children sing the first verse, they stop circling. The boys salute each time they sing "comme," and drop their hands when they sing "çi" and "ça." When the children sing the second verse, they stop circling. The girls curtsy each time they sing "comme," and straighten up when they sing "çi" and "ça."


Sur le pont d'A-vi-gnon, L'on y dan-se, l'on y dan-se.
Sur le pont d'A-vi-gnon, L'on y dan-se tout en rond
Fine
1 Les mes-sieurs font comme çi. Et puis en-core comme ça
2 Les belles dames font comme çi. Et puis en-core comme ça

English Translation:

Chorus: On the bridge of Avignon,
They are dancing, they are dancing.
On the bridge of Avignon,
They are dancing round and round.
Verse 1: Gentlemen go this way,
And again go that way.
Verse 2: Ladies all go this way,
And again go that way.

---

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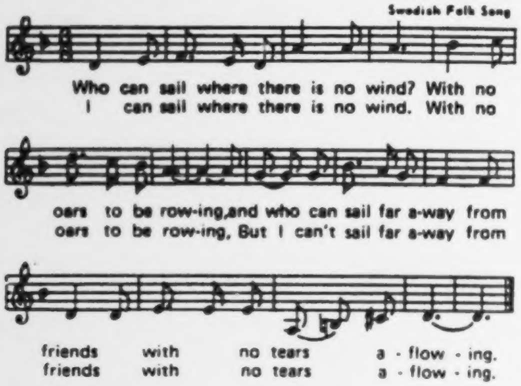
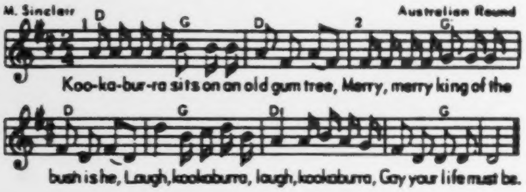
SWEDEN

Vem kan segla forutan vind? *(Who Can Sail?)*


Swedish Folk Song
Who can sail where there is no wind? With no
I can sail where there is no wind. With no
oars to be row-ing, and who can sail far a-way from
oars to be row-ing, But I can't sail far a-way from
friends with no tears a-flow-ing.
friends with no tears a-flow-ing.

AUSTRALIA

Kookaburra (Australian Round)


M. Sinclair
Australian Round
D
G
D
G
Koo-ka-bur-ra sits on an old gum tree, Merry, merry king of the
D
G
D
G
bush is he, Laugh, kookaburra, laugh, kookaburra, Gay your life must be.

Additional verses:

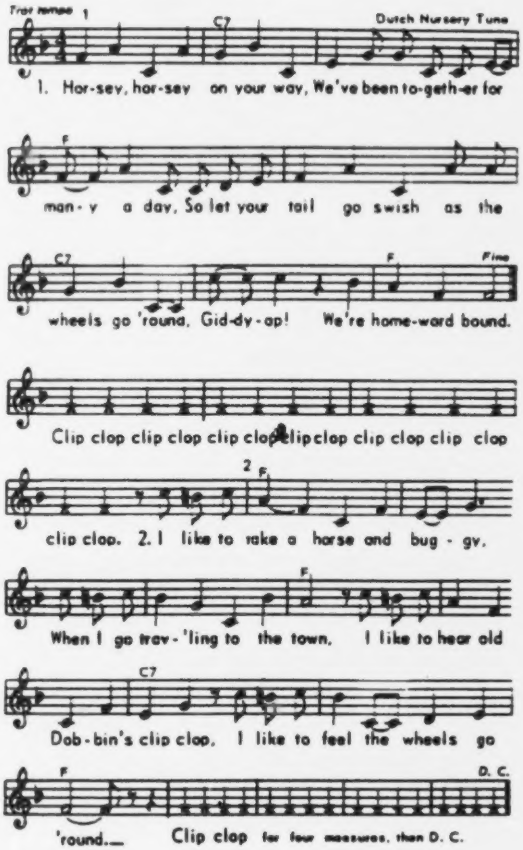
Kookaburra sits in the old gum tree,
Eating all the gumdrops he can see.
Stop, kookaburra, stop, kookaburra,
Save some there for me.

Kookaburra sits in the old gum tree,
Counting all the monkeys he can see.
Stop, kookaburra, stop, kookaburra,
that's not a monkey, that's me.

— Author unknown

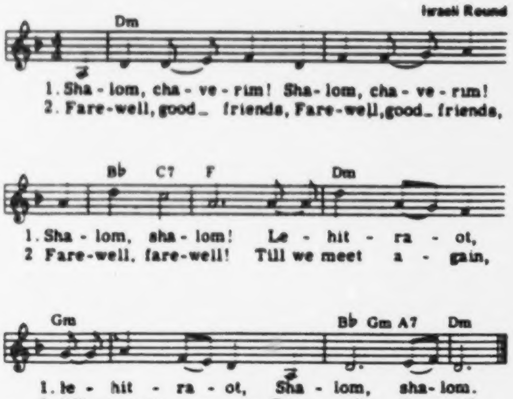
THE NETHERLANDS

Horsey, Horsey *(Dutch Nursery Tune)*


Trot tempo
Dutch Nursery Tune
C7
1. Hor-sey, hor-sey on your way, We've been to-geth-er for
F
man-y a day, So let your tail go swish as the
C7
F
Fine
wheels go 'round, Gid-dy-ap! We're home-ward bound.
Clip clop clip clop clip clop clip clop clip clop clip clop
2 F
clip clop. 2. I like to take a horse and bug-gy,
F
When I go trav-'ling to the town, I like to hear old
C7
Dob-bin's clip clop, I like to feel the wheels go
F
D. C.
'round. Clip clop for four measures, then D. C.

ISRAEL

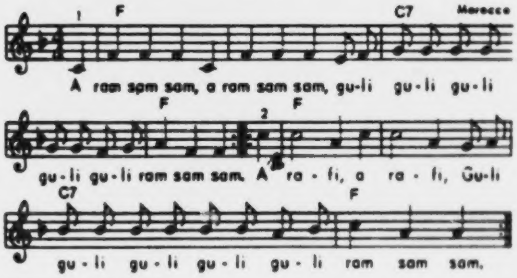
Shalom Chaverim


Israeli Round
Dm
1. Sha - lom, cha - ve - rim! Sha - lom, cha - ve - rim!
2. Fare-well, good friends, Fare-well, good friends,
Bb
C7
F
Dm
1. Sha - lom, sha - lom! Le - hit - ra - ot,
2. Fare-well, fare-well! Till we meet a - gain,
Gm
Bb Gm A7
Dm
1. le - hit - ra - ot, Sha - lom, sha - lom.
2. till we meet a - gain, Fare - well, fare-well.

Pronounced "Shah-lohm chah-vay-reem", ch like German "noch"
*Succeeding voices enter. English by A. D. Z.

MOROCCO

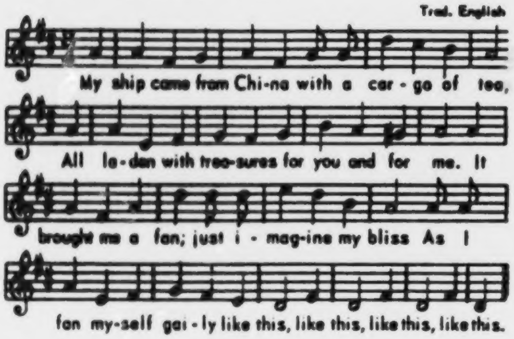
A Ram Sam Sam


Morocco
1 F C7
A ram sam sam, a ram sam sam, gu-li gu-li gu-li
F 2 F
gu-li gu-li ram sam sam. A ra - fi, a ra - fi, Gu-li
C7 F
gu - li gu - li gu - li gu - li ram sam sam.

Collected by Piet Kriethof

ENGLAND

The Chinese Fan


Trad. English
My ship came from Chi-na with a car - go of tea,
All la-den with trea-sures for you and for me. It
brought me a fan; just i - mag-ine my bliss As I
fan my-self gai - ly like this, like this, like this, like this.

Sing the song five times. Fan yourself as follows:

First time: with right hand.

Second time: with both hands.

Third time: with both hands as you sweep right foot back and forth.

Fourth time: with both hands and both feet.

Fifth time: with both hands and both feet as you nod head back and forth.

Dances from Around the World

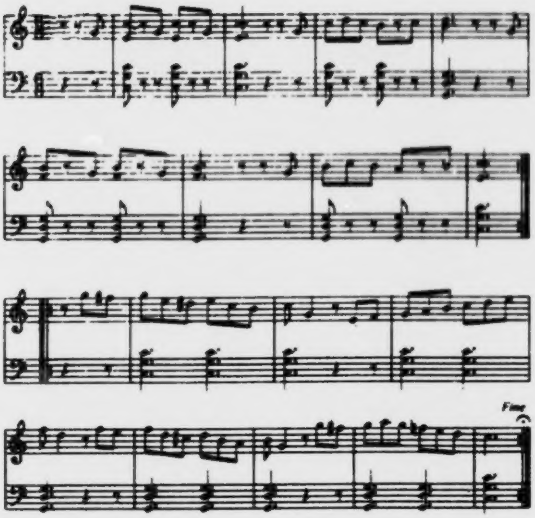
Children enjoy doing these dances as a group or individually. The steps and movements are simple.

MEXICO

Hat Dance

The national dance of Mexico (Jarabe Tapatio)

- Bring in colorful hats, shawls, scarves, full skirts, ponchos, and other dress-up clothes.
- Let children dress up as they please.
- Assign the children partners. Have the pairs of children stand spread out in the classroom. (At a slow tempo, play the first half of the melody on this page, including the repeats (16 measures). Children may sing the melody using the syllables *da-da*.
- Have children stamp their feet on the strong beats and clap once at the end of the four measures. (For the first eight measures of the last half of the dance, have children link right arms with their partners and take running steps in self-contained circles. For the final eight measures, have them link left arms and repeat the procedure.)



Children make a large circle. They put one heel forward at a time to the rhythm of the music, alternating feet. Then everyone dances to the right around the circle. When the music changes, everyone turns and dances to the left. Repeat heels to the rhythm of the music. Everyone joins hands and dances to the center of the circle, raising joined hands high. Then dance back, forming a big circle again, bending low. Repeat 3 times.

La Raspa

Resbale así su pie,
Uno, dos y tres
Y ahora el otro pie
Uno, dos y tres. (Repeat)

A la derecha, a la derecha
A la derecha, a la derecha
A la izquierda, a la izquierda
A la izquierda, a la izquierda.

Slide your foot this way,
One, two and three
and now the other foot
One, two and three. (Repeat)

To the right, to the right
to the right, to the right
To the left, to the left
to the left, to the left.

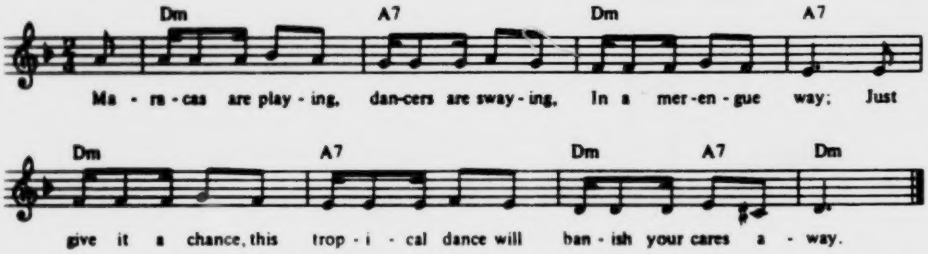
DOMINICAN REPUBLIC

*Merengue**

Materials:

maracas, rhythm sticks, castanets (optional)

- Have children listen as you sing and play the song.
- Teach children the words to the song, one line at a time.
- When children are familiar with the words, distribute the maracas and rhythm sticks to individual children. Children can play the instruments to the beat of the music, while others sing the song.
- Teach the children a simple merengue dance step. The children stand in a circle facing the center. The children take a small step to the left and then slide their right foot to meet the left foot. Children will take eight complete merengue steps during the songs.


Dm
A7
Dm
A7
Ma - ra - cas are play - ing, dan-cers are sway - ing, In a mer - en - gue way; Just
Dm
A7
Dm
A7
Dm
give it a chance, this trop - i - cal dance will ban - ish your cares a - way.

ISRAEL

Hora

This dance is performed to the song, "Hava Nagila." A simplified form of the dance may be tried by the children:

All children join hands and form a circle, arms extended. Movement is counterclockwise.

- Right foot steps left, crossing over in front of left foot.
- Left foot steps left.
- Right foot steps left, crossing behind left foot.
- Left foot steps left.
- Right foot kicks to front.
- Left foot kicks to front.
- Continue until music is completed.

Mathematics Skill: Patterning

- Ask children to discuss the pattern of this dance.

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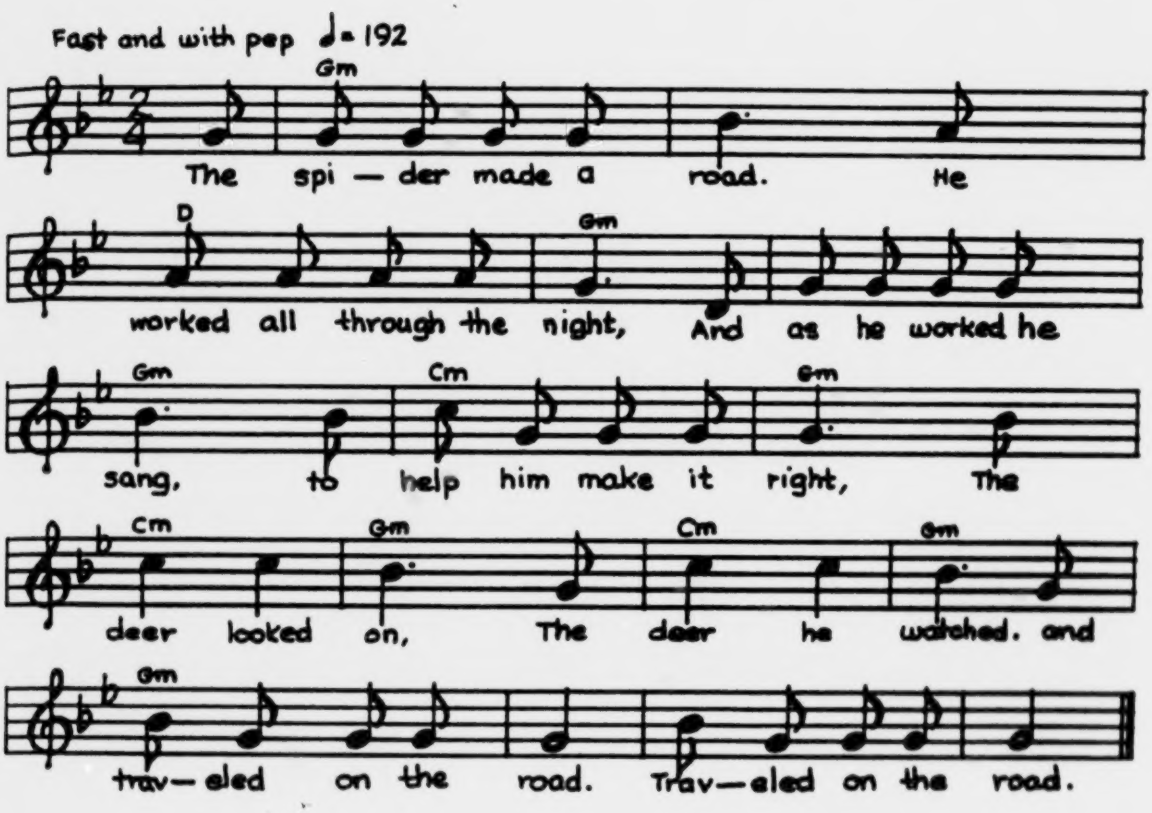
Songs from Many Cultures

The Spider Makes a Road
(Native American)

The spider makes a silk road to help the deer travel in darkness.



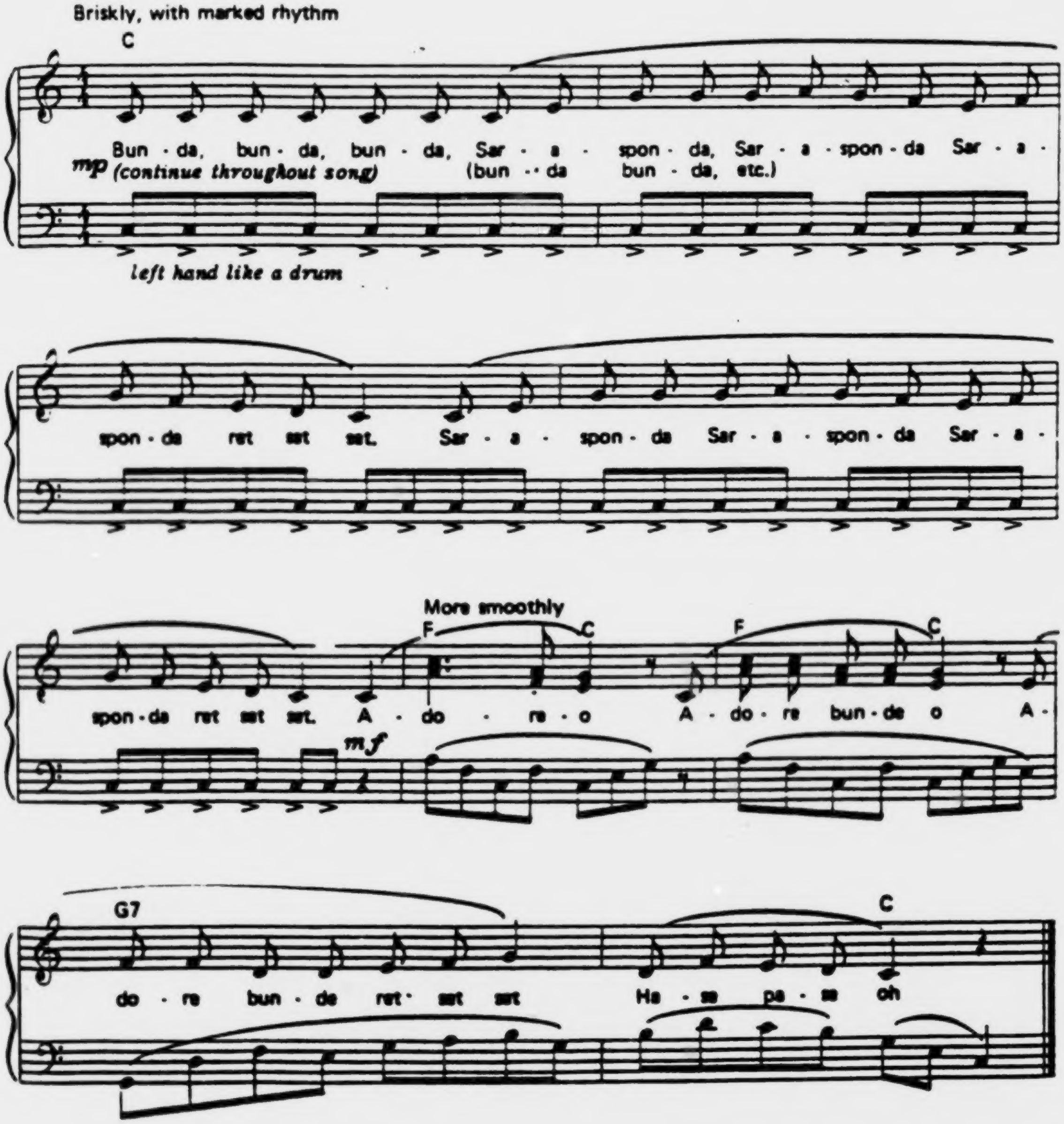
Fast and with pep ♩= 192
Gm
The spi — der made a road. He
D
worked all through the
Gm
night, And as he worked he
Gm
sang, to
Cm
help him make it
Gm
right, The
Cm
deer looked
Gm
on, The
Cm
deer he
Gm
watched. and
Gm
trav—eled on the road. Trav—eled on the road.

Sarasponda (Finnish Spinning Song)

"Sarasponda" is an old Finnish spinning song. The words have no explicit meaning. They are simply meant to approximate the sound of a spinning wheel.

The song may serve as an elementary introduction to two-part singing. Half the group can sing the melody, while the other half continues the bunda, bunda, bunda, introduced at the beginning of the song. After singing it through once this way the groups can exchange parts, i.e. the group which sang the bunda part now sings the verse, and vice versa.

Music Traditional. Arranged by Naomi Stewart. Translated by Eleanor Chroman.


Briskly, with marked rhythm
C
Bun - da, bun - da, bun - da, Sar - a - spon - da, Sar - a - spon - da Sar - a -
mp (continue throughout song) (bun - da bun - da, etc.)
left hand like a drum
spon - da ret set set. Sar - a - spon - da Sar - a - spon - da Sar - a -
More smoothly
F
C
F
C
spon - da ret set set. A - do - re - o A - do - re bun - de o A -
mf
G7
C
do - re bun - de ret - set set Ha - se pa - se oh

227

Buenos Días

(tune: Happy Birthday)

Buenos días a ustedes
Buenos días a ustedes
Buenos días, buenos días
Buenos días a ustedes.

Good Morning

Good morning to you
Good morning to you
Good morning, good morning
Good morning to you.

Feliz Cumpleaños a Ustedes

Feliz cumpleaños a ustedes
Feliz cumpleaños a ustedes
Feliz cumpleaños *(nombre del niño)*
Feliz cumpleaños a ustedes.

Happy Birthday to You

Happy birthday to you.
Happy birthday to you.
Happy birthday to *(child's name)*
Happy birthday to you.

Yom Houledet (Hebrew)

Yom houledet samayach
Yom houledet samayach
Yom houledet samayach
Yom houledet samayach

Yo Tengo Gozo

Yo tengo gozo, gozo, gozo, gozo
En mi corazón, en mi corazón, en mi corazón
Yo tengo gozo, gozo, gozo, gozo
En mi corazón, en mi corazón.

I Have a Joy Down in My Heart

I have a joy, joy, joy, joy
Down in my heart, down in my heart, down in my heart.
I have a joy, joy, joy, joy
Down in my heart, down in my heart

Chants from Many Cultures

Tortillitas

Tortillitas, tortillitas,
Tortillitas para Papa.
Tortillitas para Mama.
Tortillitas de salvado
Para Papa, que este enojado.
Tortillitas de manteca
Para Mama, que esta contenta.

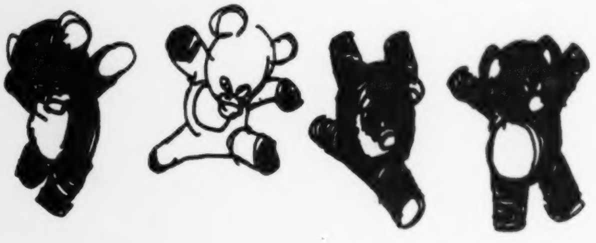
❦

Little Patty-Cakes

Little tortillas, little tortillas,
Little tortillas for Papa.
Little tortillas for Mama.
Little tortillas made of bran
For Papa, who is angry.
Little tortillas of lard
For Mama, who is happy.

❦

Thirty days hath September,[*]
April, June, and November;
All the rest have thirty one,
Excepting February alone,
And that has twenty eight days clear
And twenty nine in each leap year.



Teddy Bear, Teddy Bear, turn all around.[*]
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news
Teddy Bear, Teddy Bear, shine your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, say your prayers.
Teddy Bear, Teddy Bear, turn out the light.
Teddy Bear, Teddy Bear, say *good night!*

Juba this; Juba that;[*]
Juba chased a yellow cat.
Juba up; Juba down;
Juba runnin' all around.

Peanut, peanut butter—and jelly[*]
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

First you take a peanut and you smush it,
You smush it.

First you take a peanut and you smush it,
You smush it *(Use fist in palm.)*

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you use a knife to spread it, spread it.
Then you use a knife to spread it, spread it.

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you make a sandwich, a sandwich.
Then you make a sandwich, a sandwich.

Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly
Peanut, peanut butter—and jelly

Then you eat it!

---

[*] *Chants for Children*, compiled by Mary Lou Colgin (Mt. Ranier, MD: Gryphon House, Inc., 1991). Permission pending.

Response Chants

These chants may be used as group speech or in the call/response mode or a combination of the two styles. For instance, a leader could chant one line, the group the next line, or half the class may respond to the other half.

There's a big ship sailing on the illy ally oh,*
Illy ally oh, illy ally oh.
There's a big ship sailing on the illy ally oh,
Hi, ho, illy ally oh.

There's a big ship sailing, rocking on the sea,
Rocking on the sea, rocking on the sea.
There's a big ship sailing, rocking on the sea,
Hi, ho, rocking on the sea.

There's a big ship sailing back again,
Back again, back again.
There's a big ship sailing back again,
Hi, ho, back again.

A sailor went to sea, sea, sea,*
To see what he could see, see, see,
And all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.

The following chant is often done with one person saying a line, and everyone else repeating it in a ghostly voice.

In a dark, dark wood, there was a dark, dark house.*
And in that dark, dark house, there was a dark, dark room.
And in that dark, dark room, there was a dark, dark closet.
And in that dark, dark closet, there was a dark, dark shelf.
And in the dark, dark shelf, there was a dark, dark box.
and in that dark, dark box, there was a GHOST!

◆

Who stole the cookies from the cookie jar?*
(Name) stole the cookies from the cookie jar.
Who, me?
Yes, you.
Couldn't be.
Then who?

(Another child's name) stole the cookies from the cookie jar.
Who, me?
Yes, you.
Couldn't be.
Then who?

---

* *Chants for Children*, compiled by Mary Lou Colgin (Mt. Ranier, MD: Gryphon House, Inc., 1991). Permission pending.

Culminating Project

LEARNING EXPERIENCE V: FAMILY CUSTOMS, TRADITIONS, AND CELEBRATIONS

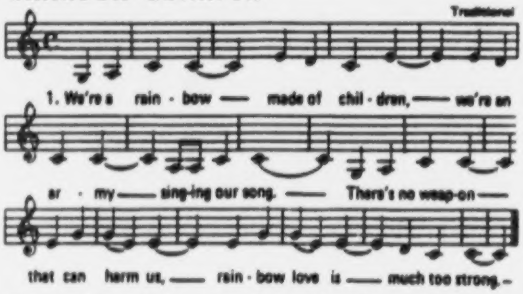
Read the book *Peace Begins with You,* by Katherine Scholes, to the class or sing "Let There Be Peace on Earth" with the children.

Ask the children:

- What is peace?
- Where does it come from?
- How can we find it?
- What have we learned about people from many cultures?
- How can we work for peace?

Plan an assembly program in which children may read sections of the book and sing songs of friendship, goodwill and unity.

Rainbow Children


Traditional
1. We're a rain - bow — made of chil - dren, — we're an
ar - my — sing-ing our song. — There's no weap-on —
that can harm us, — rain - bow love is — much too strong. —

Now the rainbow's all kinds of people,
Walking together hand in hand.
At the end of the rainbow
May there be peace throughout the land.

Repeat verse one.

It's a Small World

It's a world of laughter
A world of tears
It's a world of hopes
And a world of fears
There's so much that we share
That it's time we're aware
It's a small world after all.

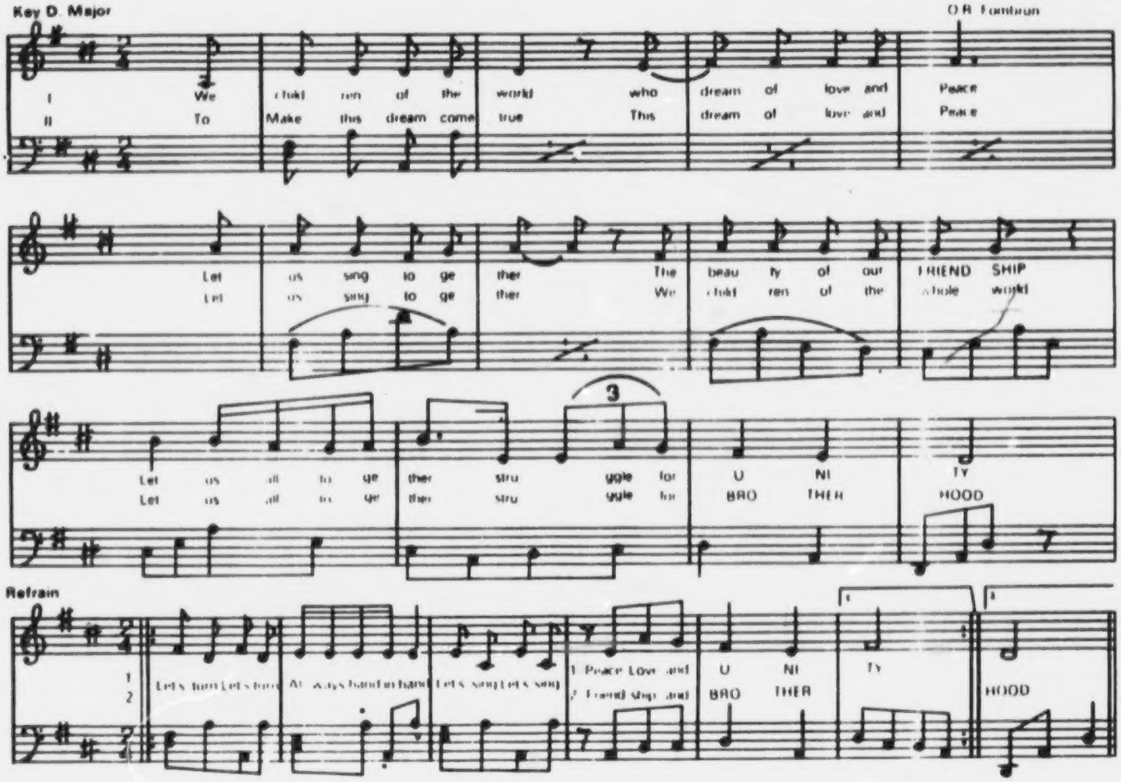
It's a small world after all
It's a small world after all
It's a small world after all
It's a small, small world.

Es un mundo de risa
Un mundo de pena
Mundo de illusion
Mundo de temor
Tanto que compartir
Es hora de saber
Es un mundo pequeño

Es un mundo pequeño
Es un mundo pequeño
Es un mundo pequeño
Es un mundo pequeño.

Song of Friendship

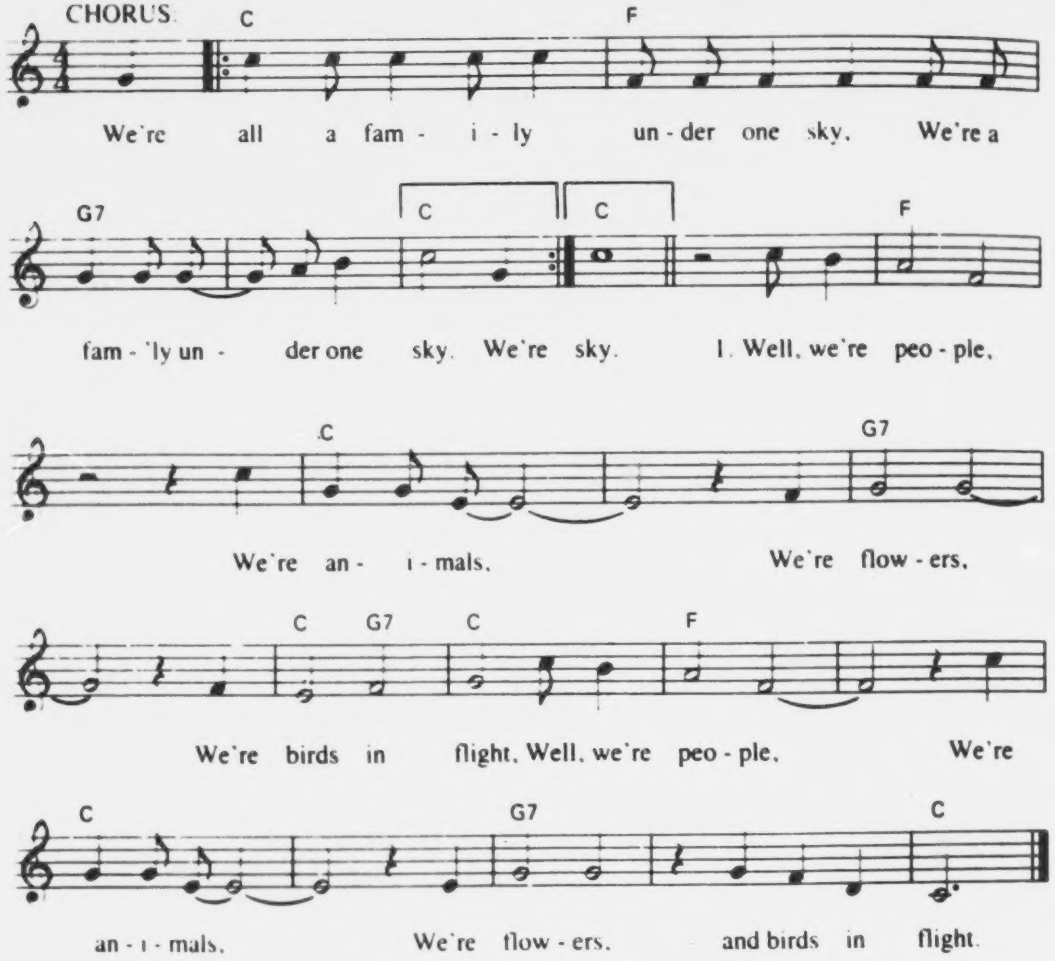
O.R. Fombrun


Key D. Major
I We child ren of the world who dream of love and Peace
II To Make this dream come true This dream of love and Peace
Let us sing to ge ther The beau ty of our FRIEND SHIP
Let us sing to ge ther We child ren of the whole world
Let us all to ge ther stru ggle for U NI TY
Let us all to ge ther stru ggle for BRO THER HOOD
Refrain
Let's turn Let's turn Al ways hand in hand Let's sing Let's sing
1 Peace Love and U NI TY
2 Friend ship and BRO THER HOOD

East African Literature Bureau, Nairobi, Kenya, 1974

Under One Sky

Words and music by Ruth Pelham


CHORUS
C F
We're all a fam - i - ly un - der one sky. We're a
G7 C C F
fam - 'ly un - der one sky. We're sky. 1. Well, we're peo - ple,
C G7
We're an - i - mals, We're flow - ers,
C G7 C F
We're birds in flight. Well, we're peo - ple, We're
C G7 C
an - i - mals, We're flow - ers, and birds in flight.

Chorus

Well, we're plumbers, we're doctors.
We're farmers and teachers, too. (Repeat)

Chorus

We're lions, we're elephants,
We're puppies and kangaroos. (Repeat)

Chorus

We're daisies, we're tulips,
We're roses, chrysanthemums. (Repeat)

Chorus

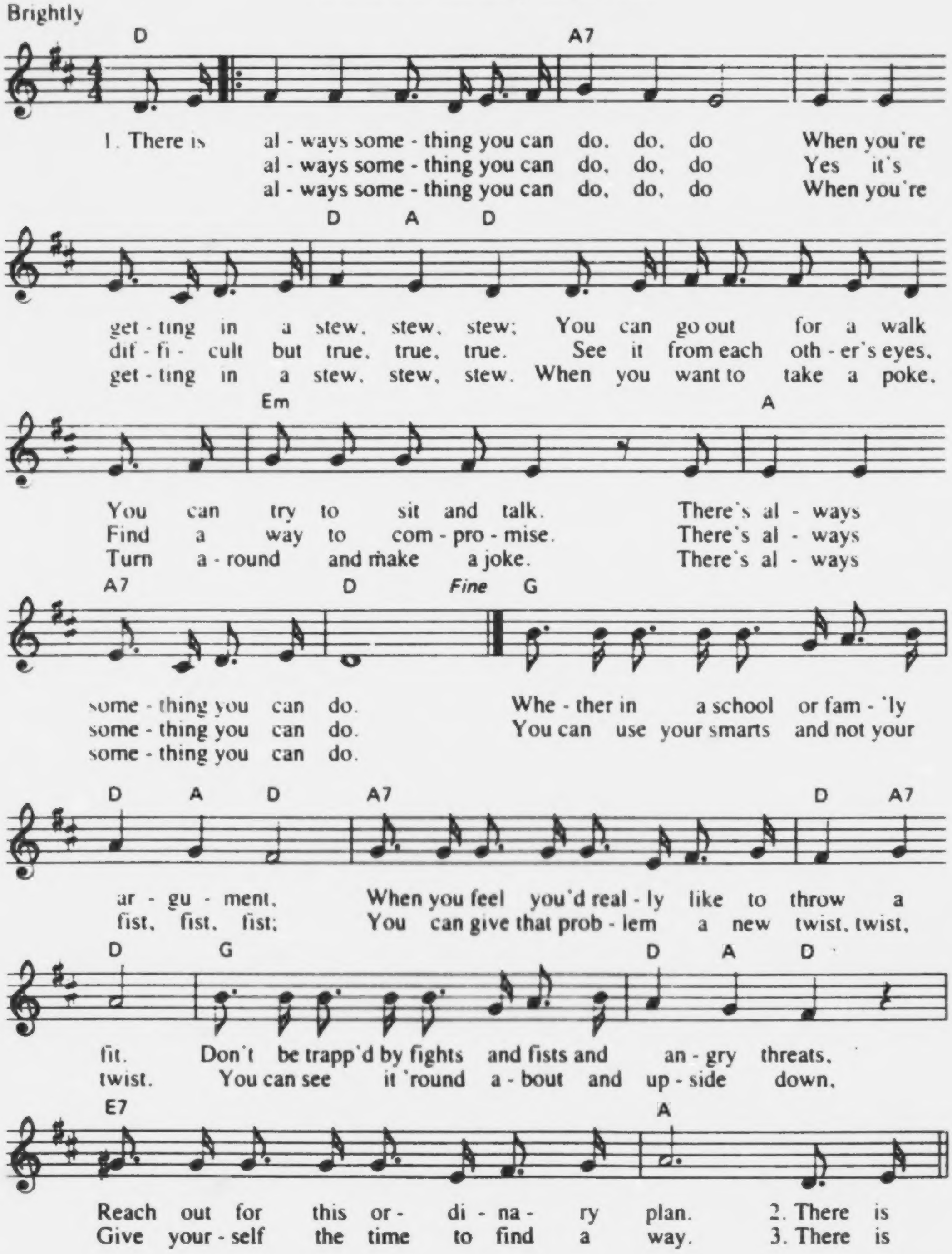
Well, we're Americans, we're Russians,
We're Italians, and Vietnamese.
We're Israelis, we're Irish,
We're Africans, and we're Chinese.

Chorus

Copyright 1982 by Ruth Pelham. ASCAP—Music Mobile Workshops/Seminars/Resources, Albany, N.Y. Permission pending.

There Is Always Something You Can Do

Words and music by Sarah Pirtle


Brightly
D A7
1. There is al - ways some - thing you can do, do, do When you're
al - ways some - thing you can do, do, do Yes it's
al - ways some - thing you can do, do, do When you're
D A D
get - ting in a stew, stew, stew; You can go out for a walk
dif - fi - cult but true, true, true. See it from each oth - er's eyes,
get - ting in a stew, stew, stew. When you want to take a poke,
Em A
You can try to sit and talk. There's al - ways
Find a way to com - pro - mise. There's al - ways
Turn a - round and make a joke. There's al - ways
A7 D Fine G
some - thing you can do. Whe - ther in a school or fam - 'ly
some - thing you can do. You can use your smarts and not your
some - thing you can do.
D A D A7 D A7
ar - gu - ment, When you feel you'd real - ly like to throw a
fist, fist, fist; You can give that prob - lem a new twist, twist,
D G D A D
fit. Don't be trapp'd by fights and fists and an - gry threats,
twist. You can see it 'round a - bout and up - side down,
E7 A
Reach out for this or- di - na - ry plan. 2. There is
Give your - self the time to find a way. 3. There is

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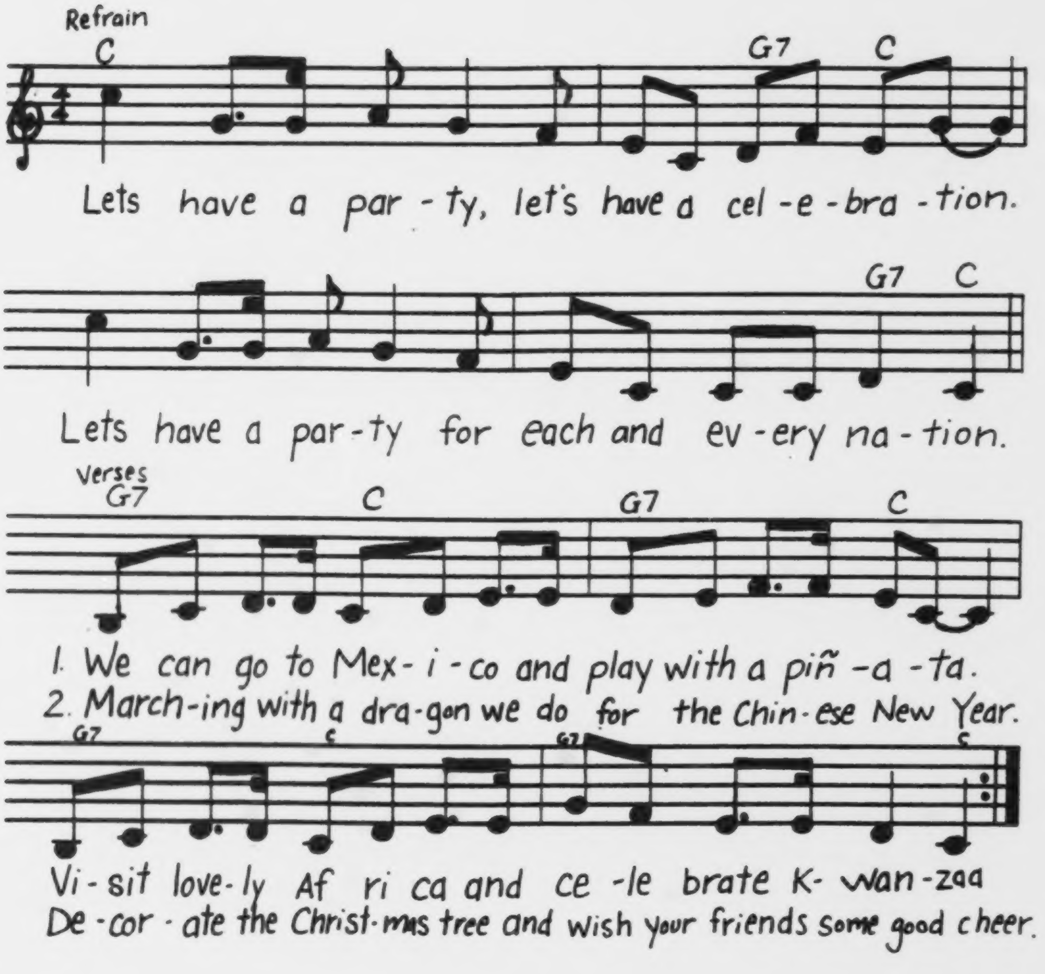
Let's Have a Party!

Words and music by "Miss Jackie" Weissman


Refrain
C
G7
C
Lets have a par - ty, let's have a cel - e - bra - tion.
G7
C
Lets have a par - ty for each and ev - ery na - tion.
Verses
G7
C
G7
C
1. We can go to Mex - i - co and play with a piñ - a - ta.
2. March-ing with a dra-gon we do for the Chin-ese New Year.
G7
C
G7
C
Vi - sit love - ly Af ri ca and ce - le brate K - wan - zaa
De - cor - ate the Christ-mas tree and wish your friends some good cheer.

Instructor, November/December 1988. Permission pending.

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LEARNING EXPERIENCE V: FAMILY CUSTOMS, TRADITIONS, AND CELEBRATIONS

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THEME C: SO LIKE US

So Like Us is an exciting theme for first grade children. It gives children opportunities to learn about their world as they explore the natural environment and discover the special characteristics of animals and plants. Understanding that plants and animals are "so like us" helps young children to develop respect for other living things and for themselves. Children will engage in many hands-on activities and experiments as they investigate, classify, discuss, and reflect on the many aspects of this theme.

BROAD-BASED GOALS

- To understand that all living things need food, shelter and water.
- To recognize that all living things grow and change.
- To realize that there are many similarities and differences among the habitats in which animals live.
- To recognize that the differences between living things make them special and important.

The activities in "Seeds and Plants" include sorting and planting seeds, learning about fruits and vegetables, sharing and enjoying food from other cultures, and making booklets related to the various activities. Children will make a fruit salad and learn many poems, songs and fingerplays as they move through this theme.

"Animals and Us" is designed to help children understand that all living things depend upon their environment and each other to survive. First graders will understand that although each animal has unique needs and characteristics, they can live together and share in nature's bounty. Activities include a trip to the zoo, graphing, games, riddles, painting, and a stuffed animal parade. A research center will be established in the classroom using the current theme as a springboard for developing skills for content-related inquiry.

The teacher will find that the various skills and activities included in this theme will enhance all areas of the first grade curriculum. The theme may be implemented at those times during the school year when they are most appropriate.

Communication Arts

- Making books
- Recording in a journal
- Recalling sequence
- Using descriptive words
- Learning words in other languages
- Completing a trip board
- Contributing to class experience charts
- Practicing alphabetical order
- Reciting poems and fingerplays
- Sorting animal cards by description
- Making and solving riddles
- Learning group names of animals and people
- Distinguishing between reality and fantasy
- Using reference materials
- Creating reference materials
- Describing animal movements
- Using beginning research skills
- Predicting outcomes
- Making inferences
- Summarizing
- Understanding cause and effect relationships

Science

- Sorting seeds
- Comparing/contrasting seeds, plants, and fruit
- Germinating seeds
- Identifying parts of plants
- Formulating and testing hypotheses
- Planning experiments
- Observing and recording growth processes
- Rooting vegetables
- Creating a mini-museum
- Exploring properties
- Finding out about animal characteristics
- Charting similarities and differences among people, animals, and plants
- Using process skills
- Making discoveries
- Analyzing data

Art

- Making a model lima bean
- Printing with fruits and vegetables
- Drawing symmetrical pictures
- Creating a mobile
- Illustrating pages in books

Music/Movement

- Singing songs
- Marching in rhythm
- Imitating animal movements
- Playing circle games

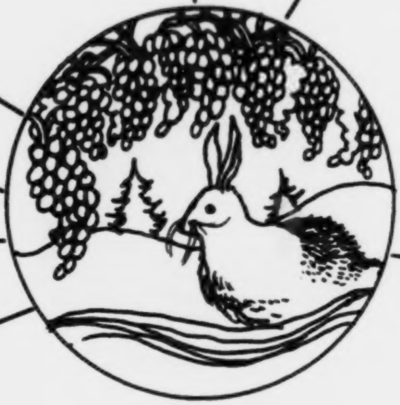
So Like Us

Social Studies

- Relating home and school activities
- Exploring uses of food
- Working together in groups
- Using map and globe skills
- Making choices
- Visiting a neighborhood market
- Identifying jobs
- Discovering how community workers help us
- Sharing food from other cultures
- Using money for purchasing goods
- Visiting a zoo
- Using a research frame

Health/Cooking

- Learning about animal care
- Comparing body parts of humans and animals
- Using senses to explore food
- Using scissors and kitchen utensils with care
- Examining vegetables
- Sharing zoo animal snacks
- Preparing a fruit salad



Mathematics

- Sorting seeds
- Sequencing
- Recognizing lines of symmetry in fruits and vegetables
- Collecting, organizing, and graphing data
- Making a concrete graph
- Interpreting information on a graph
- Counting
- Using drawings to represent objects
- Estimating capacity
- Using attributes to classify objects
- Ordering
- Comparing and identifying groups of objects
- Distinguishing likenesses and differences
- Pairing objects using one-to-one correspondence
- Identifying a collection of objects
- Using non-standard measurement
- Maintaining logs

THEME C: LEARNING EXPERIENCE I

SEEDS AND PLANTS

Concepts:

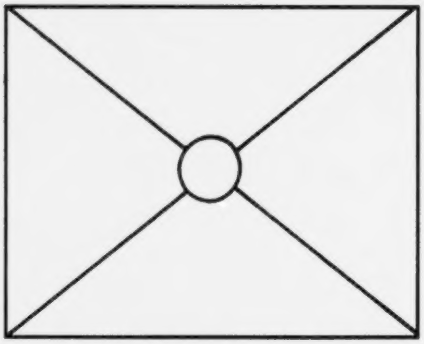
- Plants are living things.
- Plants need water, light, and soil.
- Plants are alike in some ways and unique in other ways.
- Plants grow and change.

Preliminary Activity:

Read *The Carrot Seed* by Ruth Krauss. Elicit from the children names of seeds they know. Make a collection of assorted beans and seeds.

The child will sort various seeds. The teacher can:

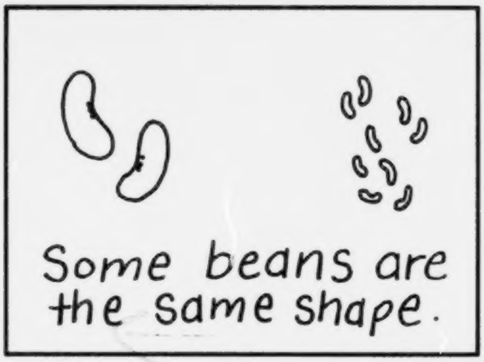
- obtain a variety of beans and seeds.
- distribute an assortment of beans and seeds in small plastic bags.
- prepare sorting mats on laminated oaktag.

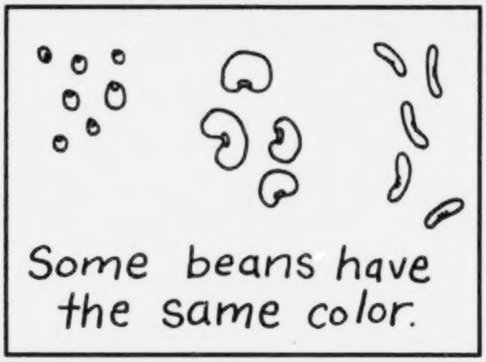


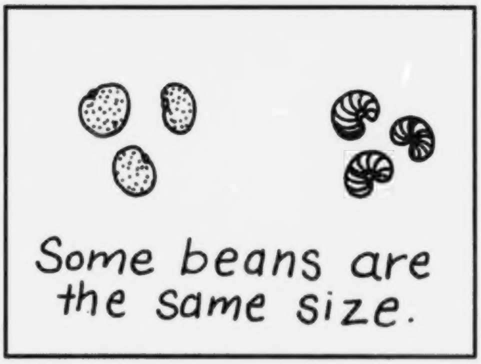
- place a Velcro strip in the circle and on the base of a paper cup, bowl or milk container.

The children can work in small groups to:

- talk about sorting by one attribute (color, shape, size, texture).
- pour the contents of the plastic bag into the container in the sorting mat.
- sort the beans and seeds according to one characteristic.
- share their sorting methods.
- make and share sorting booklets about what they did.
- re-sort the beans and seeds using a different method.
- add new methods to the sorting booklets.


Some beans are the same shape.


Some beans have the same color.


Some beans are the same size.

- These questions may be asked:
  - — How did you sort these beans?
  - — Why does (doesn't) this belong here?
  - — What other way could you sort these?

CURRICULUM AREA: SCIENCE

Materials:

three containers, soil, water, gravel or styrofoam, nine dried beans which have been soaked overnight

Vocabulary:

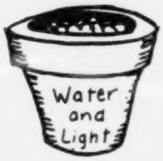
control group
growth
planting
seeds/beans
soil
sunlight

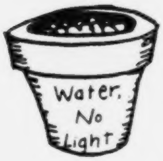
Experience:

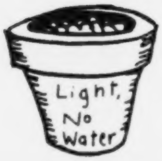
The teacher can:

- discuss with the children how plants grow.
- ask "What kinds of help do they need to grow?"
- ask "How can we find out whether sunlight and water are really necessary for plants to grow?"

The children can:



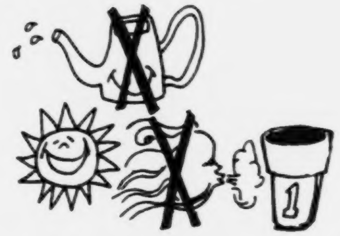




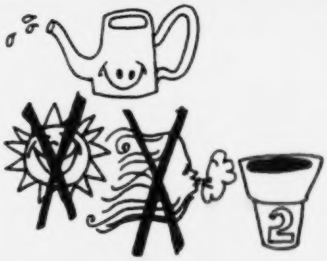
- place a layer of gravel or styrofoam in the bottom of each container.
- put soil into each container.
- plant three beans in each container.
- label the containers as shown.
- water two of the plants.
- place one watered plant in a closet.
- place the other two plants on the window ledge.
- continue the experiment by watering the appropriate plants.

Follow-up:

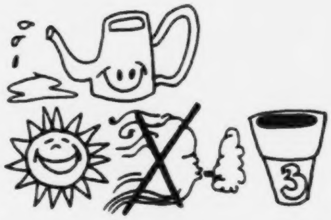
- The teacher can prepare a class experience chart and log of the progress of each plant according to the children's observations.
- The children can make individual booklets about the experiment.



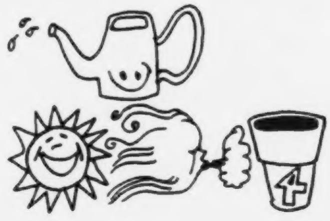
I had sun. I did not have air.
I did not have water. Draw me.



I had water. I did not have air.
I did not have sun. Draw me.



I had sun. I did not have air.
I had too much water. Draw me.



I had sun. I had air.
I had water. Draw me.

BEST COPY AVAILABLE

CURRICULUM AREAS: SCIENCE/MATH

Materials:

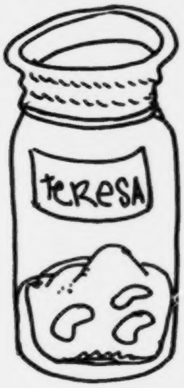
glass jars, dried lima beans, cotton, water, soil, gravel or styrofoam

Vocabulary:

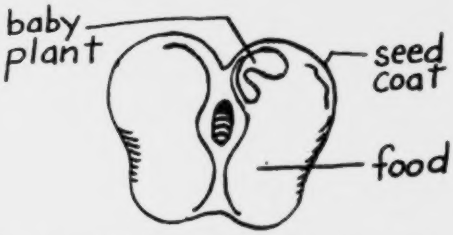
baby plant root sprout

Experience:

Children can:



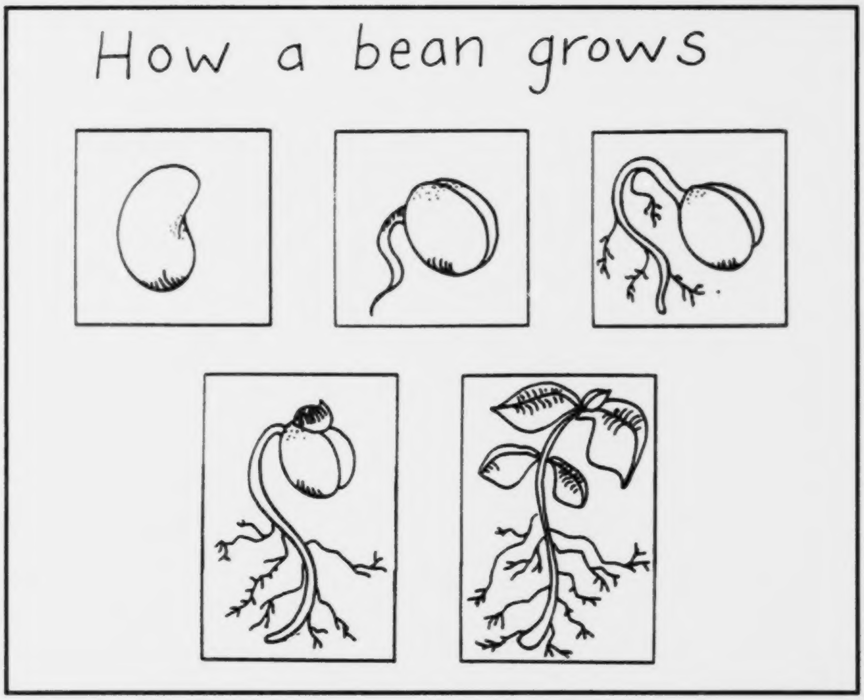
- write their names on strips of tape to label the containers.
- put cotton in the bottom of each container (about 1/4 full).
- put two beans between the cotton and the glass in each container and two beans on top of the cotton.
- dampen the cotton and keep it damp.
- place the jars on the window ledge for light.
- after two days, observe the changes in the beans.
  - — Split one bean open.
  - — Look at the parts that have begun to grow.
  - — Draw what the beans look like.
  - — Label the parts.



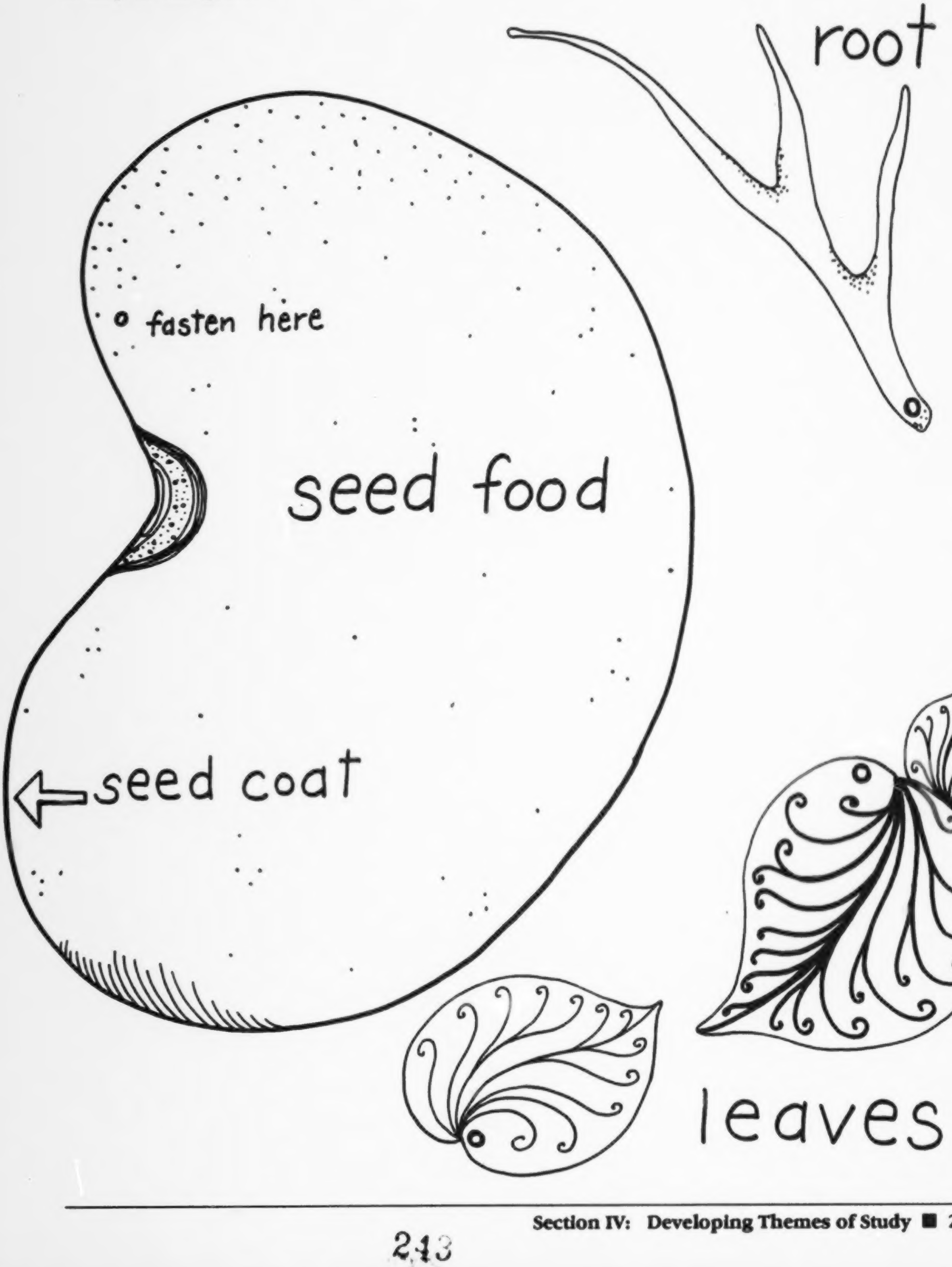
- make a model of a lima bean seed. (See page 221.)

Follow-up:

- The children can plant their sprouted beans and record their growth. (See page 222.)
- The teacher can use the Plant-a-Seed sheet on page 223 to help children learn the sequence of planting. Make sequence picture cards related to plant growth. These can be displayed on a bulletin board in the Science Center. A duplicate set can be used by the children in the Science Center to put in sequential order.
- The children can sing and act out planting songs and poems. (See page 224.)



This is a giant lima bean seed.
Cut out two and use a brad to fasten them and the leaves and the root.
Seeds must have a little plant inside
or they will not grow.


root
o fasten here
seed food
seed coat
leaves

Plant Log Worksheet

________________ 's Plant Log

(name)

On ________________ I planted ________________

(day)

Here's what I did and what I used: ________________

____

____

Keep checking your plant. Look for changes.
Draw a picture to show what you see.

I checked my plant
on ________________
(day)
It looked like this:

I checked my plant
on ________________
(day)
It looked like this:

Use more Plant Log Pages to tell about more days.

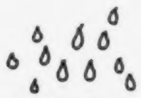
Plant a Seed

Name: ____________________________________

Rocks

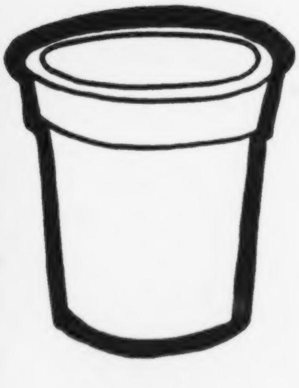
Soil

Seeds

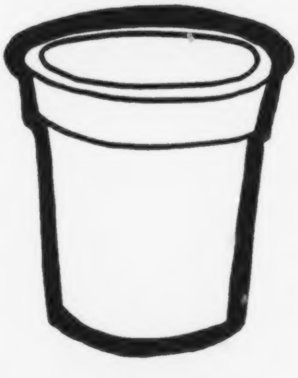


Water

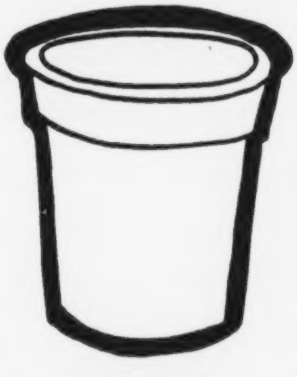
Light



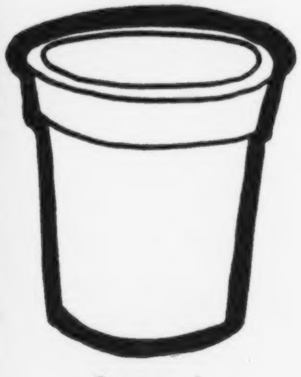
Step 1



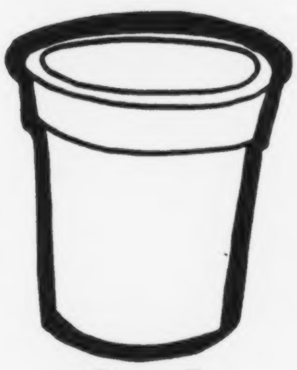
Step 2



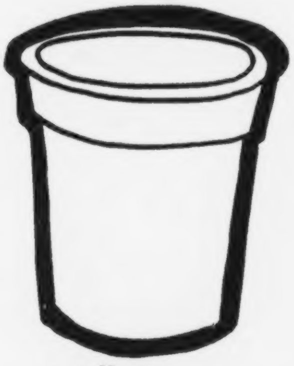
Step 3



Step 4



Step 5



All Steps

This Is the Way We Plant the Seeds

(to the tune of "Here We Go 'Round the Mulberry Bush")

This is the way we plant the seeds

(Imitate planting)

Plant the seeds, plant the seeds
This is the way we plant the seeds
So early in the morning.

This is the way we water the seeds ...

(Imitate sprinkling)

This is the way we pull the weeds ...

(Stoop down and pull the weeds)

Do You See My Garden Grow?

(to the tune of "The Muffin Man")

Oh do you see my garden grow

(Move hands up to imitate growing)

My garden grow, my garden grow?
Oh do you see my garden grow,
I water it just so.

(Pretend to sprinkle garden)

Oh do you see my garden grow ...
I rake it nice and slow.

Oh do you see my garden grow ...
I weed it, don't you know.

Planting*

I took a little seed one day
About a month ago.
I put it in a pot of dirt,
In hopes that it would grow.

I poured a little water
To make the soil right.
I set the pot upon the sill,
Where the sun would give it light.

I checked the pot most every day,
And turned it once or twice.
With a little care and water
I helped it grow so nice.

— Dick Wilmes

---

* *Everyday Circle Times,* Liz and Dick Wilmes, (Dundee, IL: Building Blocks), 1983, p. 118 Permission pending.

CURRICULUM AREAS: SCIENCE/WRITING

Materials:

green bean plant (or other potted plant), magnifying glass

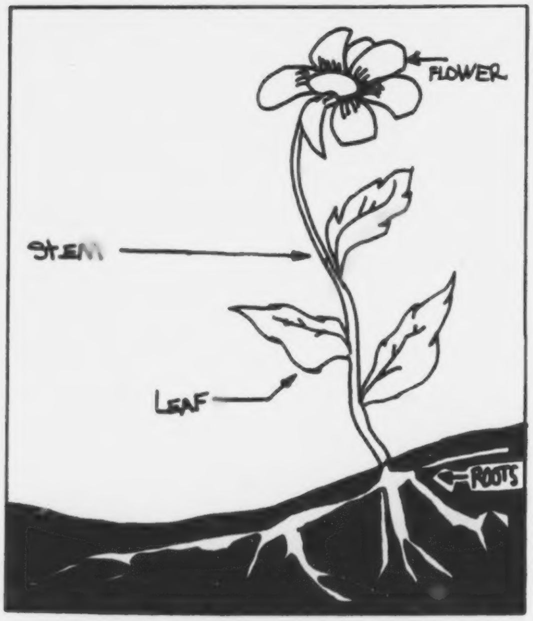
Vocabulary:

flowers
leaves
stems
roots

Experience:

Children can:

- learn about the parts of the plants.
- observe one of the growing lima bean plants.
- name the parts they can see.
- discuss the parts they cannot see.



- blow like the wind on the plant to make it move from its place.
- observe that roots hold the plant steady.
- gently lift the plant out of the soil and brush away the soil to expose the main root.
- examine the root under a magnifying glass and describe what you see.
- tell in what direction roots grow. (Explain that roots grow downward so they can take in water and minerals from the soil for the plant's stems and leaves.)
- re-pot the plant so it will continue to grow.

Follow-up:

Children can root vegetables in water to observe how roots, stems, and leaves grow. Suggested vegetables are carrot tops, red radishes, sweet potatoes, onions and garlic cloves.

Steps for Rooting Vegetables

1. Fill a container with water.
2. Stick toothpicks in the vegetable so that only a small portion is suspended in the water.
3. Place in sunlight.
4. Add water to keep the original level.
5. Observe what happens.
6. Does it send out stems with green leaves?
7. What happens to the vegetable?

(This process may take one to two months to complete.)

Science Experiment Worksheet

Name ____________________

My Experiment

Think about your experiment.
Read each question. Write the answer.

1. What do you want to find out?

I want to find out ______________________________

____

____

2. What do you think will happen:

I think ______________________________

____

____

3. Now draw a picture to show your experiment. Show the things you used.

4. When your experiment is finished, write or draw what you learned from it. Use the back of this page.

CURRICULUM AREAS: SCIENCE/ART/COMMUNICATION ARTS

Materials:

assorted fresh fruit, paint, paper, paintbrushes, knives, pictures of fruits and vegetables, small plastic bags

Vocabulary:

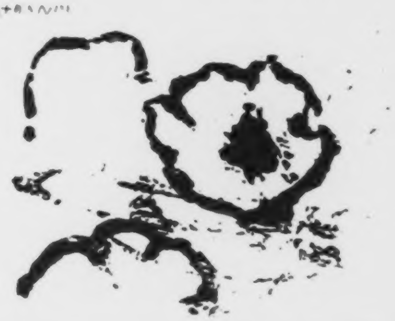
different
match
same

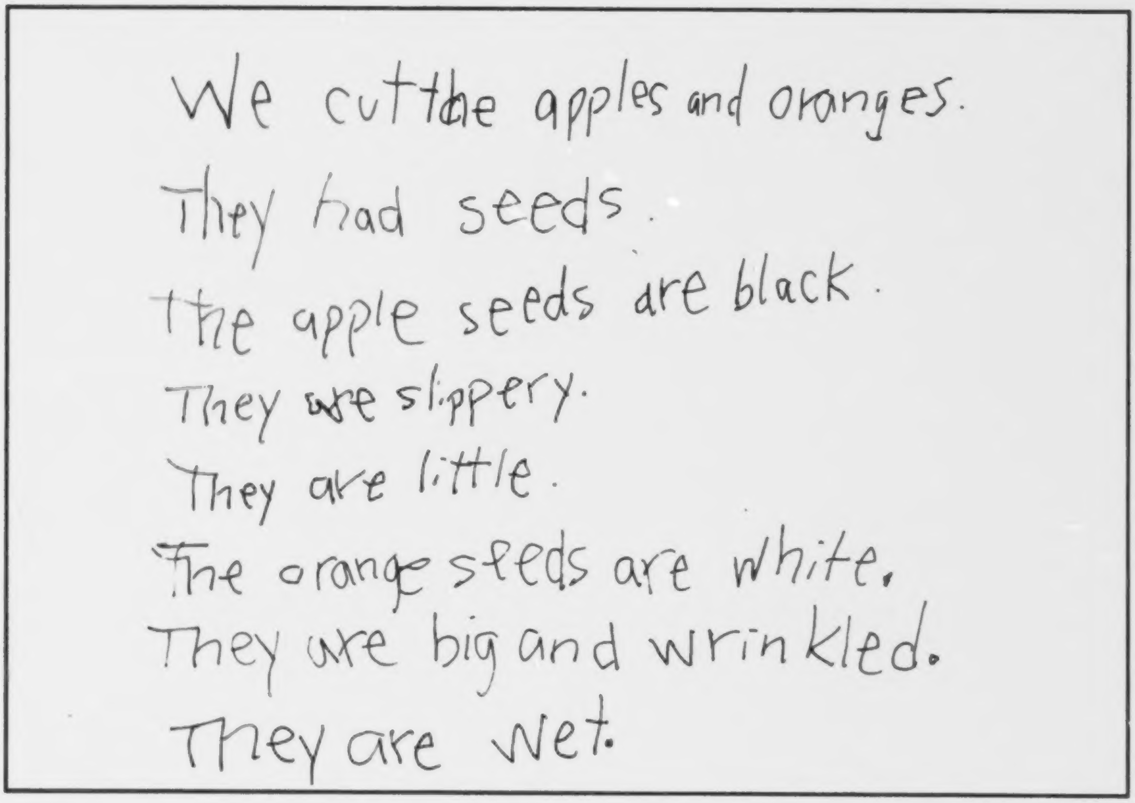
Experience:

In small groups, the children can:
- cut fruit and take out the seeds.
- discuss how the seeds are the same and different.
- place the seeds into plastic bags labeled by the fruit/vegetable name.
- dictate an experience story for a chart.

Follow-up:

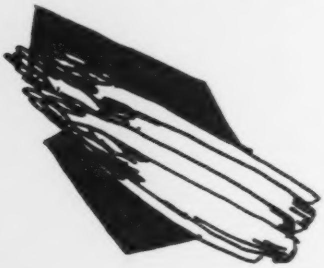
The children can:
- make creative prints by painting slices of many fruits and vegetables or making patterned prints by repeating the fruit image on paper many times.
- make a vegetable booklet using the fold-a-book method (see page 230).





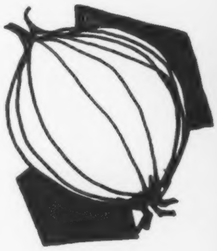
We cut the apples and oranges.
They had seeds.
The apple seeds are black.
They are slippery.
They are little.
The orange seeds are white.
They are big and wrinkled.
They are wet.

Name: ______________________



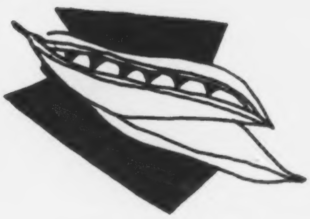
Vegetables

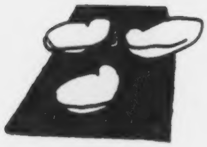
How we use them.



Name: ______________________________

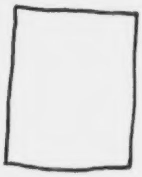
Vegetables Grow
What do they need?



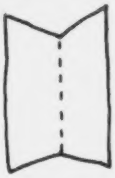


Fold-A-Book Directions

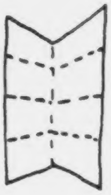
1. Use any size paper.



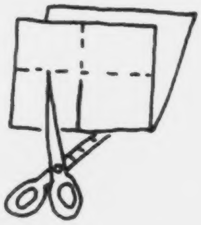
2. Fold lengthwise.



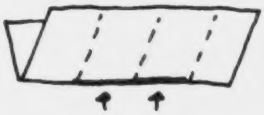
3. Fold into eighths.



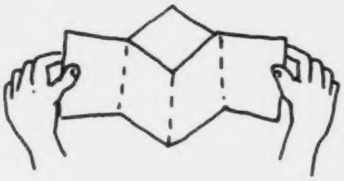
4. Cut halfway up.



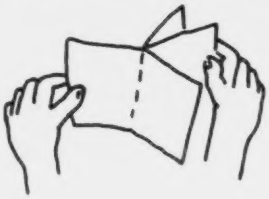
5. Fold lengthwise.



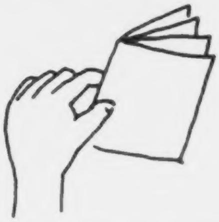
6. Push into center.



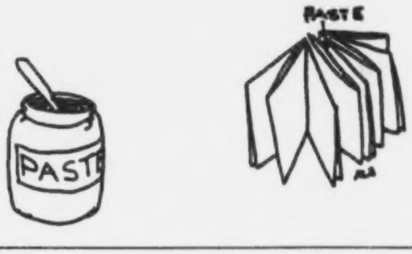
7. Push until corners meet at center.



8. Fold to make book shape.



9. To make a book with more pages, paste two books together.



CURRICULUM AREAS:
MATH/SCIENCE/COMMUNICATION ARTS

Materials:

assorted seeds and beans, milk containers, labels, stapler or paper clips

Vocabulary:

describe	rule
museum	sort

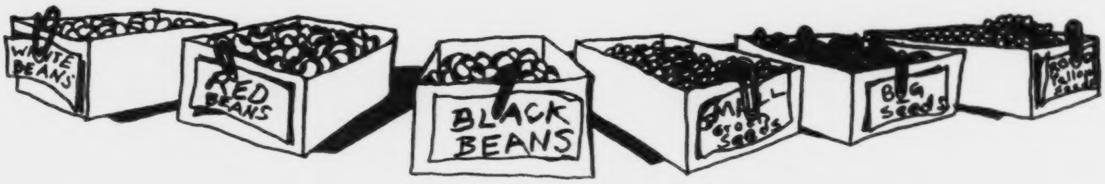
Experience:

Children can:

- start a mini-museum of seeds.
- cut the tops off 24 milk containers, leaving a 2" base.
- sort the seeds and beans into the containers.
- label the containers using descriptive words.

Allow extra containers for children to use to sort other seeds which are included in this theme or which they may bring to school. Put the museum in the Science Center where the children can mix and re-sort the beans in other ways.

- The teacher can interact with small groups of children by asking:
  - — Why do you sort the beans this way?
  - — What is your method?
  - — Why does (doesn't) this bean belong here?
  - — Can you sort them a different way?
  - — Can you name two ways in which the beans are the same?
  - — Can you name two ways in which the beans are different?
- Children can fill in the chart "Observing Seeds" to record their experiences.



Name: ______________________ Date: ______________

OBSERVING SEEDS

Look at six different seeds. Then fill in the chart below.

SHAPE Draw the seed	COLOR Write the color	TEXTURE rough, hard, smooth	SIZE small, medium, large

CURRICULUM AREA: MATH

Materials:

apples, bananas, oranges, peppers, cucumbers, 3" piece of string

Vocabulary:

half	match	symmetry
horizontal	symmetrical	vertical

Experience:

The children can:

- observe that some fruits and vegetables are symmetrical.
- cut an orange or grapefruit in half vertically.
- look at the two halves.
- determine how they are the same or different.
- use a 3" piece of string to find out if symmetry can be seen when the string is:
  - — held vertically in the center of the half section.
  - — held horizontally in the center of the half section.
  - — held diagonally in the section of fruit.
  - — held at other places on the section of the fruit.
- predict if fruit can be cut in other directions to find symmetry (horizontally, diagonally).
- compare the inside and outside of the fruit for symmetry.

The teacher can:

- continue this activity using other fruits and vegetables, allowing the children to make predictions about each one as they work together in a small group.
- place in the Math Center pictures of fruits and vegetables that have been cut in half for children to match as symmetrical wholes.

Follow-up:

The children can:

- draw symmetrical pictures using half slices of pepper:
  - — fold a piece of paper in half.
  - — draw a line down the center of the paper.
  - — trace the half pepper slice on one side of the line.
  - — on the other side of the line, draw the matching half of the pepper slice.

CURRICULUM AREA: COMMUNICATION ARTS

Materials:

drawing paper, crayons, chart paper

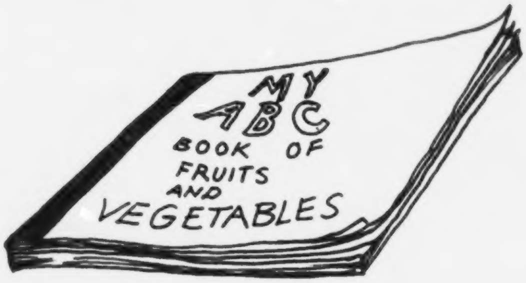
Vocabulary:

names of fruits and vegetables

Experiences:

The teacher can:

- read *Eating the Alphabet* by Lois Ehlert.
- brainstorm an A to Z list of fruits and vegetables.
- write the words on a chart.
- distribute 13 folded sheets of paper to each child to make individual ABC books.



The children can:

- label each page with a letter of the alphabet.
- write names of fruits and vegetables on appropriately lettered pages.
- illustrate the words.
- Children can learn names of fruits and vegetables in other languages:

English	Spanish	Haitian-Creole	Chinese
fruit	la fruta	fwi-a	水果
apple	la manzana	pòmté	蘋果
orange	la naranja	zorang-la	橙；橘子
cherry	la cereza	seriz-la	櫻桃
pineapple	la piña	zannana	菠蘿；鳳梨
banana	el plátano	bannann	香蕉
tomato	el tomate	tomatla	番茄

CURRICULUM AREAS:
SOCIAL STUDIES/MUSIC

Materials:

Globe or large map of the world, small cutouts of fruits purchased

Vocabulary:

Names of fruits and vegetables purchased, names of countries or regions where fruit is grown.

Experience:

The teacher can:
- teach the song "Supermarket" and the poem "Fruit Stand."
- take the children to a neighborhood store or fruit stand to purchase fruits and vegetables which are representative of the many cultures in our city.

Follow-up:
- Discuss the names of all the items purchased.
- Ask the children where they think these fruits and vegetables are grown.
- Display a globe or large map of the world.
- Mark the areas where the fruits or vegetables grow with small cutouts of each one.

Pineapples	Hawaii, Puerto Rico
Bananas	Ecuador, Israel, Caribbean Islands
Mangoes	Caribbean Islands
Grapes	Greece, Italy, Chile
Bok Choi	China
Guava	Caribbean Islands
Avocados	Caribbean Islands, Israel

- Discuss that plants come from countries and regions all over the world and that we gain an appreciation of taste and sensory experiences when we share our cultural diversity.

The Fruit Stand*

A rainbow full of colors you will see,
When you visit the fruit stand today with me.
Cases full of oranges stacked so high,
Then bushels of red apples will catch your
eye.

Yellow bananas, grapes that are green,
Pineapples, melons, and peaches between.
Berries in colors, red, black, and blue.
Cherries, pears, and tangerines too.

So come to the fruit stand,
Come have a treat
With the sweetness of candy
And better to eat!

— *Dick Wilmes*

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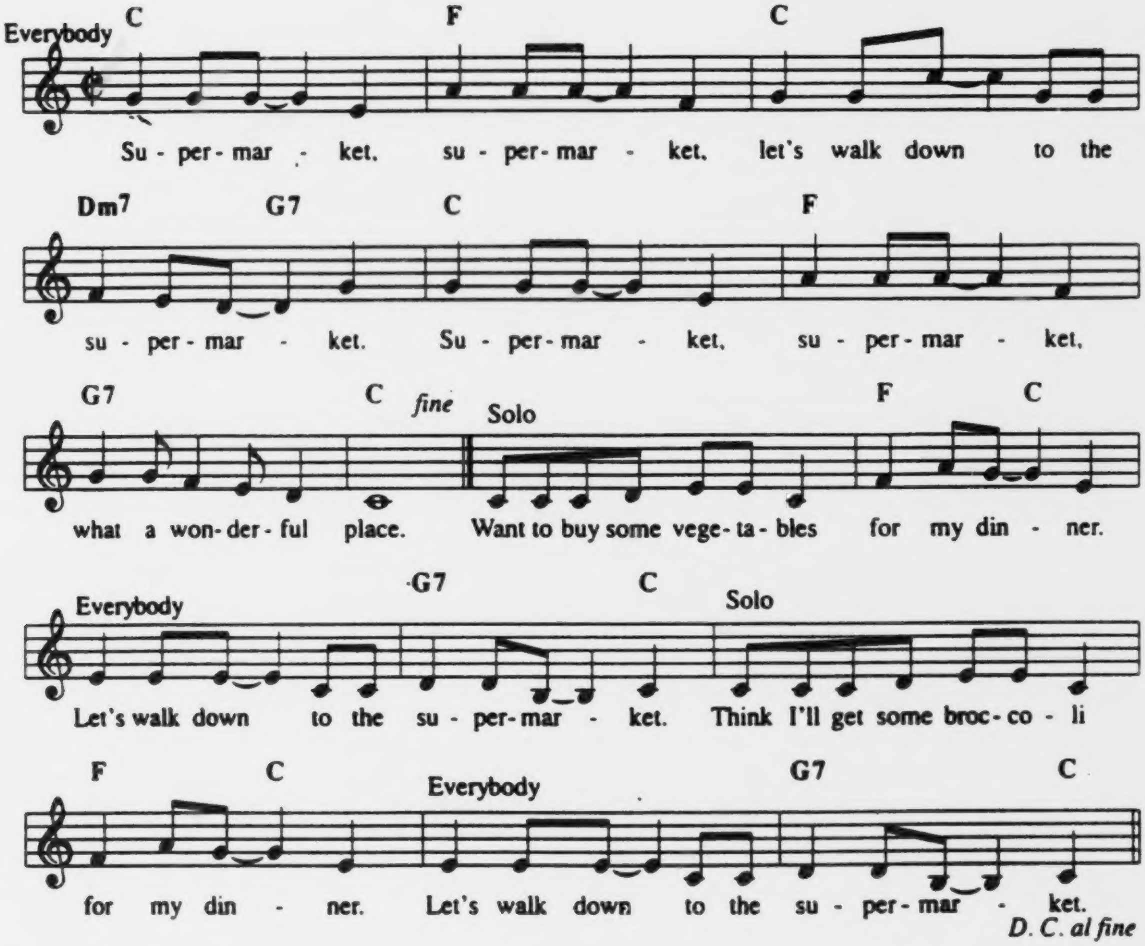
* *Everyday Circle Times, Liz and Dick Wilmes, (Dundee, IL: Building Blocks), 1983,*p. 96. Permission pending.

Supermarket *

(Calypso)

— *"Miss Jackie" Weissman*


Everybody
C F C
Su - per - mar - ket, su - per - mar - ket, let's walk down to the
Dm7 G7 C F
su - per - mar - ket. Su - per - mar - ket, su - per - mar - ket,
G7 C fine Solo F C
what a won - der - ful place. Want to buy some vege - ta - bles for my din - ner.
Everybody G7 C Solo
Let's walk down to the su - per - mar - ket. Think I'll get some broc - co - li
F C Everybody G7 C
for my din - ner. Let's walk down to the su - per - mar - ket.
D. C. al fine

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* *Instructor*, August 1989, p. 61. Permission pending.

Culminating Project

LEARNING EXPERIENCE I: SEEDS AND PLANTS

Sing the song "I Like Bananas."

I Like Bananas

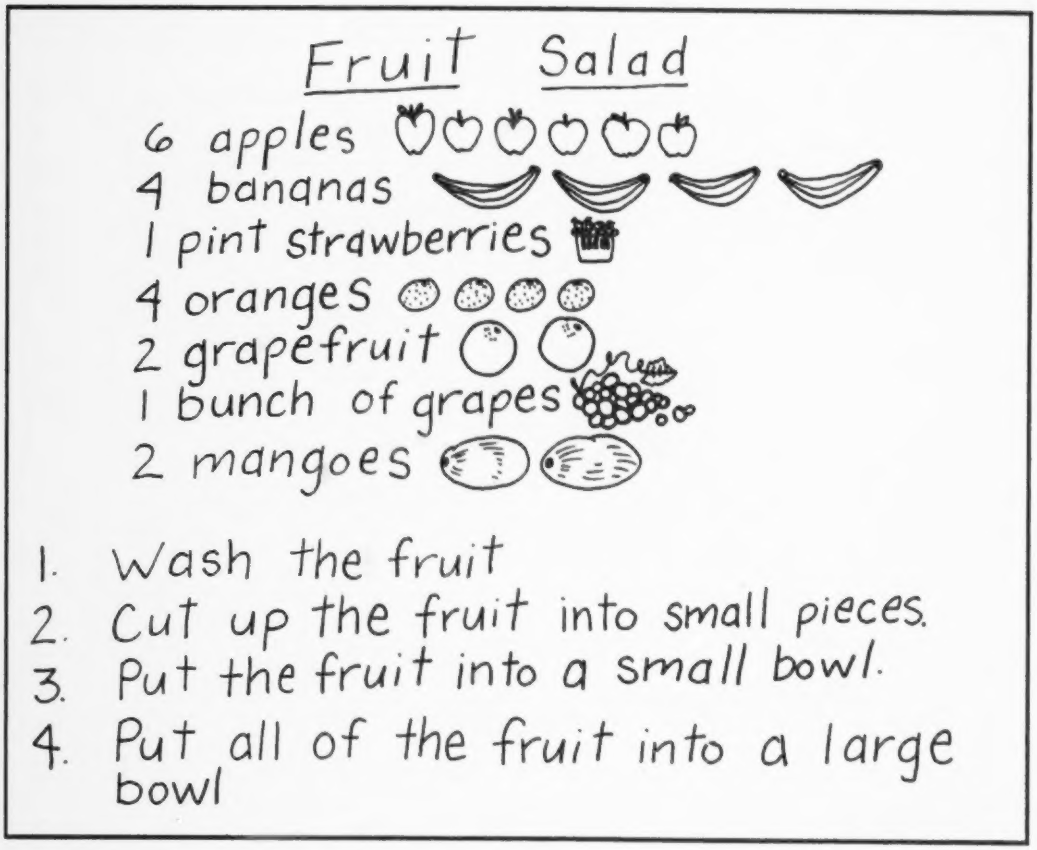
(to the tune of "La Cucaracha")

I like bananas,
I like bananas,
Bananas are a treat
I like bananas,
I like bananas,
That is what I like to eat!

Children can suggest the names of other fruits to sing about in subsequent verses of the song.

After singing the song, the children can:

- bring in fruits that are grown in their native countries.
- make a recipe chart for fruit salad.
- working in small groups, make the fruit salad.
- taste and share the fruit.
- learn names of fruits and vegetables in other languages.
- make a bar graph or pictograph of the children's favorite fruit.



Fruit Salad

6 apples
4 bananas
1 pint strawberries
4 oranges
2 grapefruit
1 bunch of grapes
2 mangoes

1. Wash the fruit
2. Cut up the fruit into small pieces.
3. Put the fruit into a small bowl.
4. Put all of the fruit into a large bowl

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LEARNING EXPERIENCE I: SEEDS AND PLANTS

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THEME C: LEARNING EXPERIENCE II

ANIMALS AND US

Concepts:

- Animals are living things.
- Animals need food and water.
- Animals are alike in some ways and unique in other ways.
- Animals grow and change.

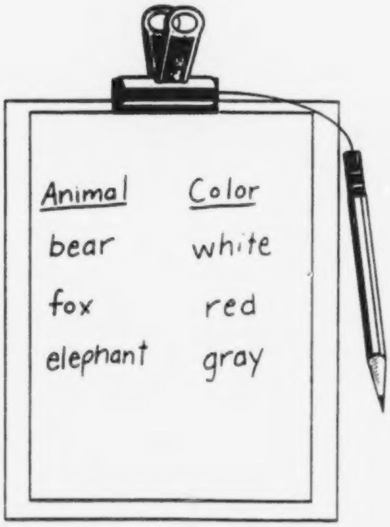
Preliminary Activity:

Plan a field trip to the zoo. The teacher can discuss with the children animal characteristics: body coverings, body shapes, environment, movement, color, types of homes and sounds made. Books about zoo animals can be read to the children. The trip boards for this experience should be discussed with the class prior to the trip. Children will work on their trip boards in small groups during the trip.

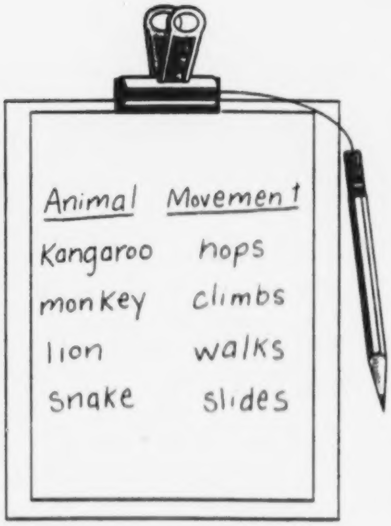
After the trip, children can share their trip boards with the class. This discussion may be enriched when the teacher points out dominant characteristics of some of the zoo's animals (elephant's trunk and large ears, giraffe's neck, monkey's long tail, bear's short tail, seal's flippers).

An experience story can be composed about what the children shared:

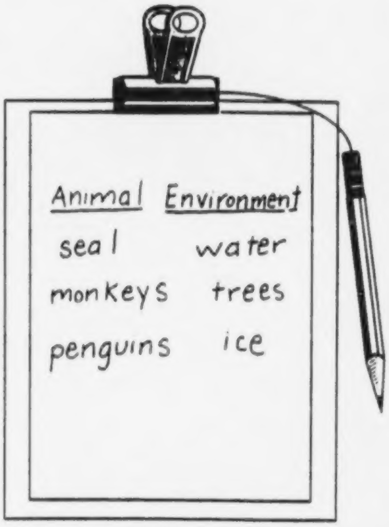
We went to the zoo
We saw many animals.
The polar bear was white.
A fox was red.
Monkeys climbed trees.
The Kangaroo hopped around.
A baby Was in the pouch.



Animal	Color
bear	white
fox	red
elephant	gray



Animal	Movement
Kangaroo	hops
monkey	climbs
lion	walks
snake	slides



Animal	Environment
seal	water
monkeys	trees
penguins	ice

Children can learn some zoo poems:

One, One the Zoo Is Fun*

One, one the zoo is fun.
Two, two, see a kangaroo.
Three, three, see a chimpanzee.
Four, four, hear the lions roar.
Five, five, see the seals dive.
Six, six the monkey does tricks.
Seven, seven, elephants eleven.
Eight, eight, a tiger and his mate.
Nine, nine birds in a line.
Ten, ten, I will come again.

— Liz and Dick Wilmes

Bears Everywhere*

Bears, bears, bears everywhere!
Bears climbing stairs.
Bears sitting on chairs.
Bears collecting fares.
Bears giving stares.
Bears washing hairs.
Bears, bears, bears, everywhere!

— Liz and Dick Wilmes

The Yellow Giraffe*

The yellow giraffe is tall as can be.
His lunch is a bunch of leaves off of a tree.
He has a long neck and his legs are long too
He runs faster than his friends in the zoo.

— Liz and Dick Wilmes

Five Little Elephants**

Five little elephants
Rowing toward the shore,
One fell in.
And then there were four.

Four little elephants
Climbing up a tree,
One slid down.
Then there were three.

Three little elephants
Living in the zoo,
One walked off.
Then there were two.

Two little elephants
Playing in the sun,
One fell asleep.
Then there was one.

One little elephant
Isn't any fun.
Abra-ca-da-bra!
Then there were none!

— Liz and Dick Wilmes

The Elephant

Right foot, left foot, see me go.

(Put weight on one foot, then on the other, swaying from side to side)

I am gray and big and slow.
I come walking down the street
With my trunk and four big feet.

Author unknown

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* *Everyday Circle Times*, Liz and Dick Wilmes (Dundee, Il: Building Blocks) 1983, p. 118. Permission pending.

** *Everyday Circle Times*, p.76. Permission pending.

The Bear Went Over the Mountain[*]

The bear went over the mountain
    (extend forearms, close and drop fist)
The bear went over the mountain
    (slowly creep fingers of other hand up
    over first hand to wrist)
The bear went over the mountain
To see what he could see
    (hold above position)
And what do you think he saw?
And what do you think he saw?
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Is all that he did see!
So the bear went down the mountain,
    (creep fingers down sloping forearm)
So the bear went down the mountain,
So the bear went down the mountain,
Very hap-pi-ly.
Traditional

The Seals[*]

The seals all flap
Their shining flips
And bounce balls on
Their nosely tips,
And beat a drum,
And catch a bar,
And wriggle with
How pleased they are.
by Dorothy Aldis

The Elephant[*]

When people call this beast to mind,
They marvel more and more
At such a little tail behind,
So *large* a trunk before.
by Hilaire Belloc

Grizzly Bear[*]

If you ever, ever, ever meet a grizzly bear,
You must never, never, never ask him where
He is going. Or what he is doing;
For if you ever, ever dare,
To stop a grizzly bear,
You will never meet another grizzly bear.
Mary Austin

Excuse Us, Animals in the Zoo[*]

Excuse us, animals in the zoo
I'm sure we're very rude to you;
In your private house we stare
And never ask you if you care;
And never ask you if you mind;
Perhaps we really are not kind;
I think it must be hard to stay
And have folks looking in all day,
I wouldn't like my house that way.
by Annette Wynne

---

[*] *Early Childhood Seasonal and Holiday Activities*, Fay Wasserman and Sheila Medow (Dominguez Hills, CA: Educational Insights), 1984,pps. 12-13. Reprinted with permission.

CURRICULUM AREAS: SCIENCE/MATH

Materials:

2" x 2" cards, stickers or small pictures of animals, oaktag sorting boards

Vocabulary:

body coverings, colors, shapes, environment, movement

Experience:

The teacher can:

- prepare 2" x 2" laminated animal cards.
- prepare laminated oaktag sorting boards.
- demonstrate the process of sorting the animal cards for the children.
- allow a few children to practice this activity.
- place the activity in the Science Learning Center for children to use.

ENVIRONMENT		
Land	Water	Air

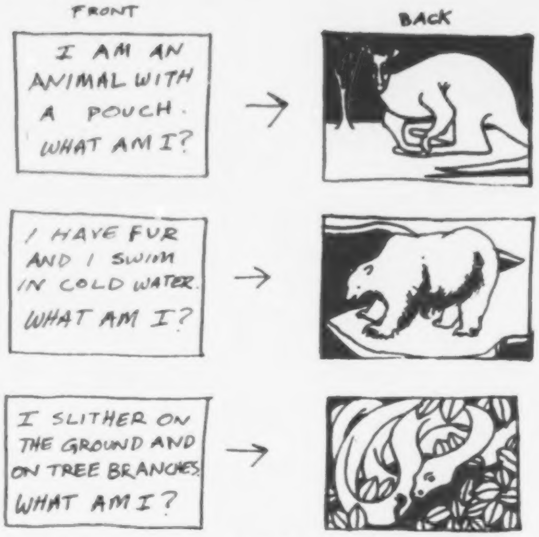
COVERINGS			
Skin	Fur	Feathers	Scales

MOVEMENT			
Swim	Hop	Walk	Climb

Follow-up:

Children can:

- compose zoo riddles. These can be written on 3" x 5" cards for a riddle game:



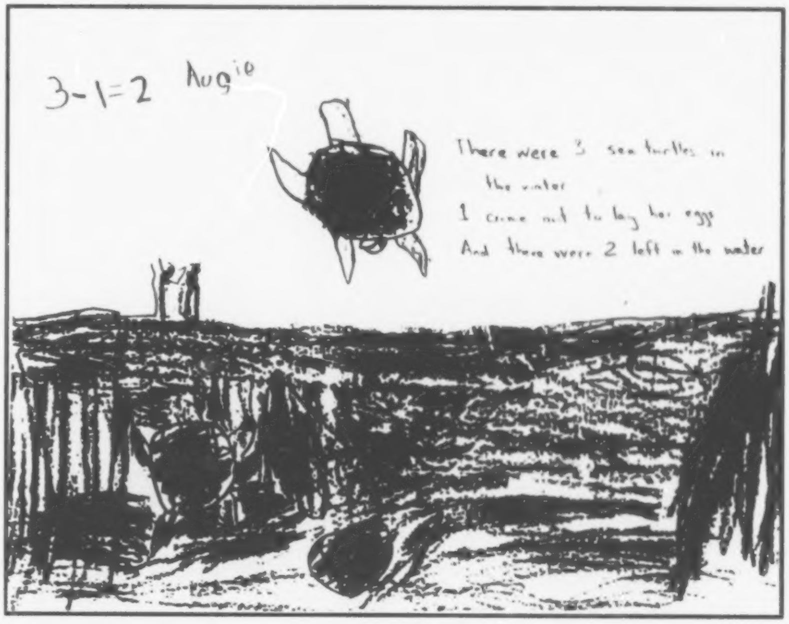
I AM AN ANIMAL WITH A POUCH. WHAT AM I?

I HAVE FUR AND I SWIM IN COLD WATER. WHAT AM I?

I SLITHER ON THE GROUND AND ON TREE BRANCHES. WHAT AM I?

The answers to the riddles can take the form of pictures of the animals drawn or pasted on the backs of the cards.

- play the riddle game with partners.
- make animal number stories.



3-1=2 Augie

There were 3 sea turtles in the water
1 came out to lay her eggs
And there were 2 left in the water

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CURRICULUM AREAS:
COMMUNICATIONS ARTS/ART

Materials:

drawing paper or newsprint, sponges, diluted tempera paint, paint containers

Vocabulary:

group names for animals

Experience:

The teacher can:

- read *Wild Animals* by Brian Wildsmith.
- elicit the group name for animals in the book. Brainstorm additional group names.
- write on a chart "A Bunch of Animals," so that the words "Bunch" and "Animals" will each head a column.
  - — In the "Animals" column, write: cows, sheep, birds, elephants, wolves, whales, lions, fish, humans.
  - — Ask if anyone knows the name of a bunch of each of the animals in the column.
  - — Write these words in the "Bunch" column.

A	BUNCH	OF	ANIMALS
			cows
			sheep
			birds
			elephants
			wolves
			whales
			lions
			fish
			humans

- ask if humans live in groups. Discuss all the different groups of which one person could be a member (family, class, club, team, community).

Children may:

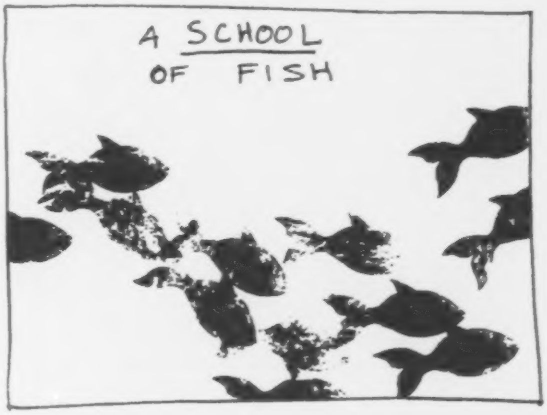
- use the chart to write sentences about animal groups:
  - — Lions live together in a pride.
  - — Sheep stay together in a flock.

Follow-up:

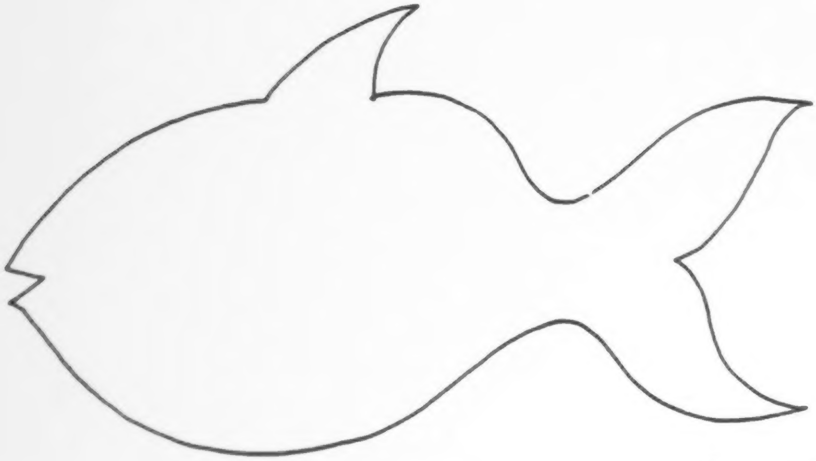
The children can make prints showing bunches of animals. The teacher prepares sponge shapes of various animals and demonstrates their use to the children.

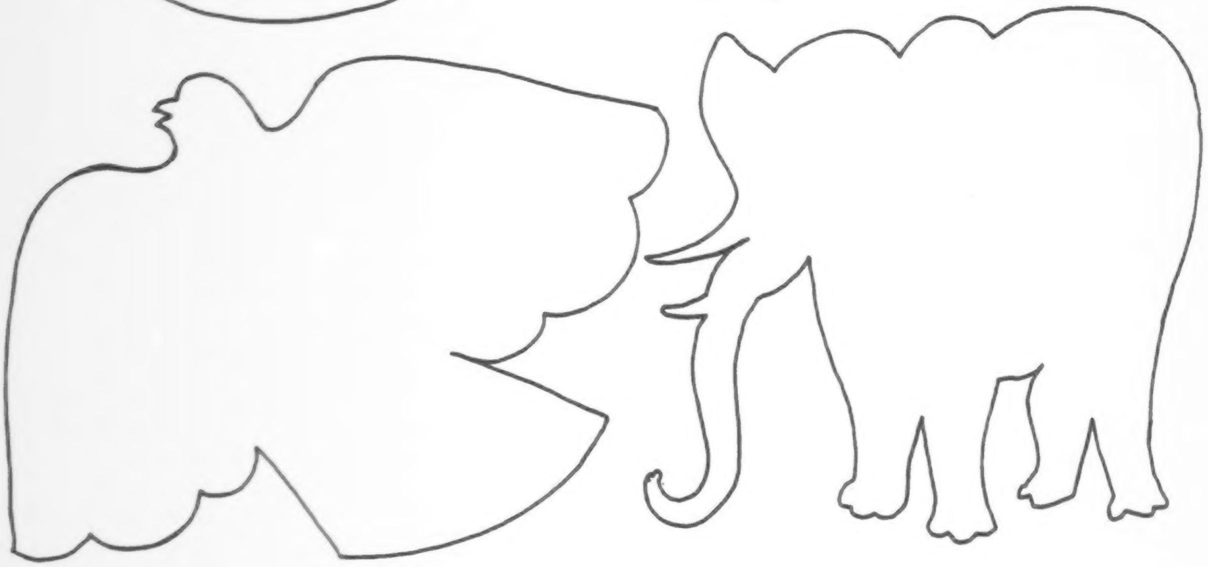
During Center time, children can:

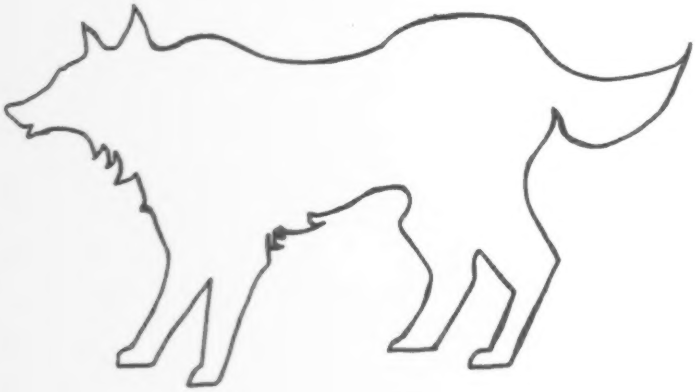
- pour some paint into a container.
- dip the sponges into the paint.
- press the sponges onto sheets of paper to make prints.
- repeat the shape on the paper, overlapping the prints, if desired, to make an animal pattern on the paper.
- title their artwork "School," "Herd," "Flock," or "Pack," etc., as appropriate.



ANIMAL PATTERNS







CURRICULUM AREAS:
COMMUNICATION ARTS/MATH

Materials:

record or tape of parade music, record player or tape recorder

Vocabulary:

parade pet stuffed

Experience:

The teacher can:

- plan a Stuffed Animal Parade.
- ask each child to bring in a favorite stuffed animal.

The children can:

- hold their stuffed animals and form a line.
- march in a circle around the room.
- make the animal sounds appropriate for each of their pets.
- after the parade, introduce their pets to their classmates.
- give details such as the animal's name, where it came from, where it sleeps, what it eats and why it is their favorite.

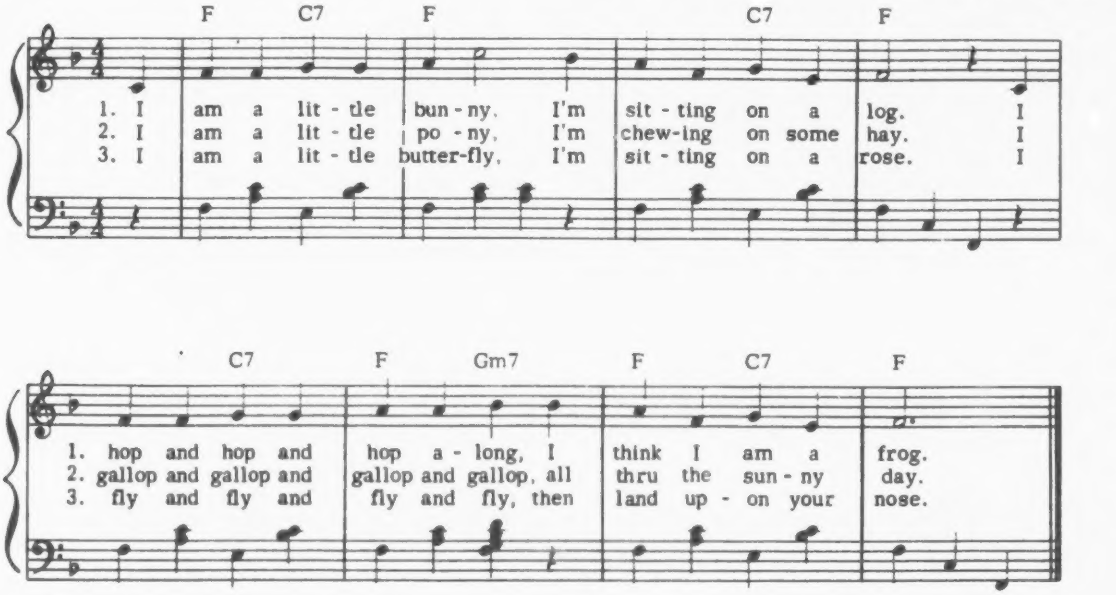
Follow-up:

The children can:

- draw pictures of the stuffed animals in the parade, and then dictate or write their own stories describing how the animals felt about coming to school, being in the show, and so on. Display the stories and pictures on a bulletin board entitled "Stuffed Animal Show."
- sing and dramatize the "Animal Nonsense Song."
- graph their stuffed animal friends.
- sort their animals by type (dogs, cats, bears, rabbits) to make a concrete graph.
- count the number in each group.
- make a bar graph to record the experience.

Animal Nonsense Song

—JoAnne Deal Hicks


F C7 F C7 F
1. I am a lit - tle bun - ny, I'm sit - ting on a log. I
2. I am a lit - tle po - ny, I'm chew-ing on some hay. I
3. I am a lit - tle butter-fly, I'm sit - ting on a rose. I
C7 F Gm7 F C7 F
1. hop and hop and hop a - long, I think I am a frog.
2. gallop and gallop and gallop and gallop, all thru the sun - ny day.
3. fly and fly and fly and fly, then land up - on your nose.

4. I am a lit-tle kitten, I'm sitting on a rug, I purr and purr and purr and purr, then curl up like a bug.
5. I am a lit-tle yel-low duck, I wad-dle down the road, I quack and quack and quack and quack, and chase a hop-ping toad.
6. I am a lit-tle chick-en, I'm strut-ting through the weeds. I peck and peck and peck and peck, I'm look-ing for some seeds.
7. I am a lit-tle tur-tle, I hide with-in my shell. I creep a-long and creep a-long, and fall in-to a well.
8. I am a lit-tle dog-gie, I'm chew-ing on a bone, I bark and bark and bark and bark, in-to the tel-e-phone.

Note: Children enjoy pantomiming the various actions.

CURRICULUM AREAS: HEALTH/SCIENCE/COMMUNICATION ARTS

Materials:

chart paper, hangers, branches or wood dowels, string

Vocabulary:

imaginary real

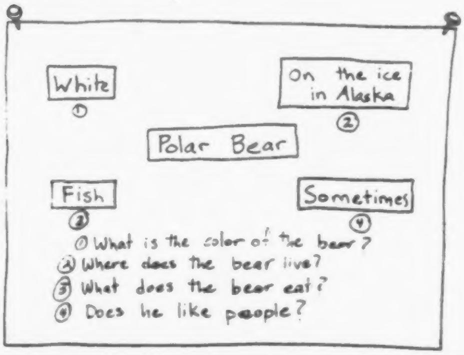
Experience:

The teacher can:

- read *The Velveteen Rabbit* by Margery Williams to the children and talk about the differences between real animals and toy animals.
- write the differences on the chalkboard. Be sure to include that real animals have feelings, and toy animals do not. (Other differences to talk about: Toy animals have no internal body parts, they cannot move or make sounds by themselves, they do not need food or water, they cannot bite or scratch, they do not have to defend themselves.)
- compare the ways we care for toy animals and the ways we care for real animals.

The children can:

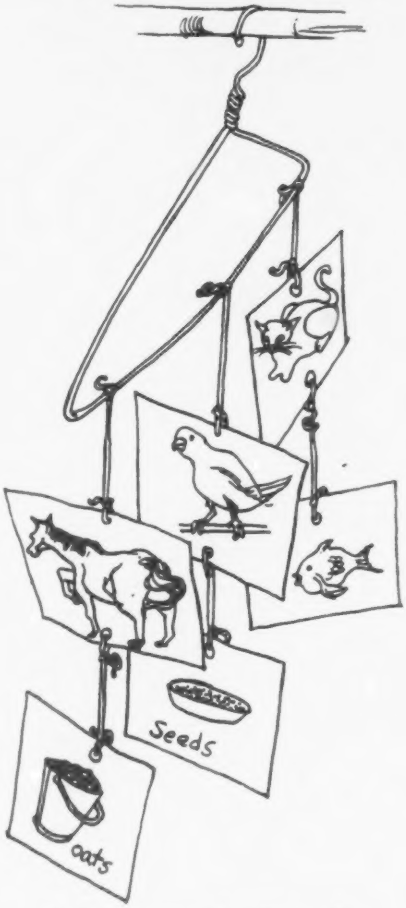
- make a list on the chalkboard of things we do for pets and things we must never do to pets. (The "do's" should include: feed them, give them water, keep them clean, give them exercise, and treat them gently. The "don'ts" should include: poke, squeeze, throw, and shake.)
- make a class pet-care manual. Each child chooses a pet to write about. Children who have chosen the same animal may work together to make a list of how to care for that animal. Bind the lists together into a pet-care manual for the class library.


White
①
On the ice in Alaska
②
Polar Bear
Fish
③
Sometimes
④
① What is the color of the bear?
② Where does the bear live?
③ What does the bear eat?
④ Does he like people?

Follow-up:

The children can:

- talk about foods animals eat.
- recall animals being fed at the zoo.
- share what their pets are fed at home.
- make animal food mobiles by drawing pictures of animals and the foods they eat, and attaching the pictures to a hanger for a class display.



- share a "zoo animal" snack.

Bear	Apples
Elephant	Peanuts
Giant Panda	Carrots
Giraffe	Apricots
Monkey	Bananas
Bird	Sunflower Seeds

Culminating Project

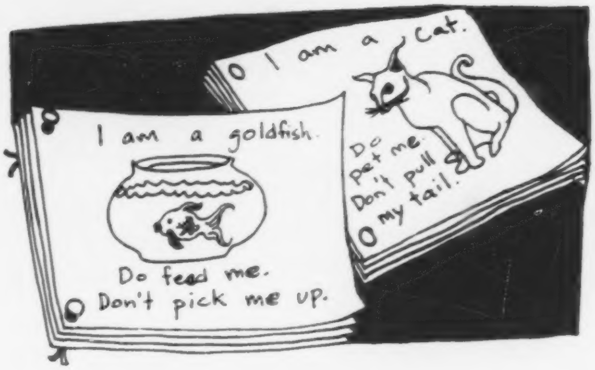
LEARNING EXPERIENCE II: ANIMALS AND US

Children will make a class Animal Encyclopedia.

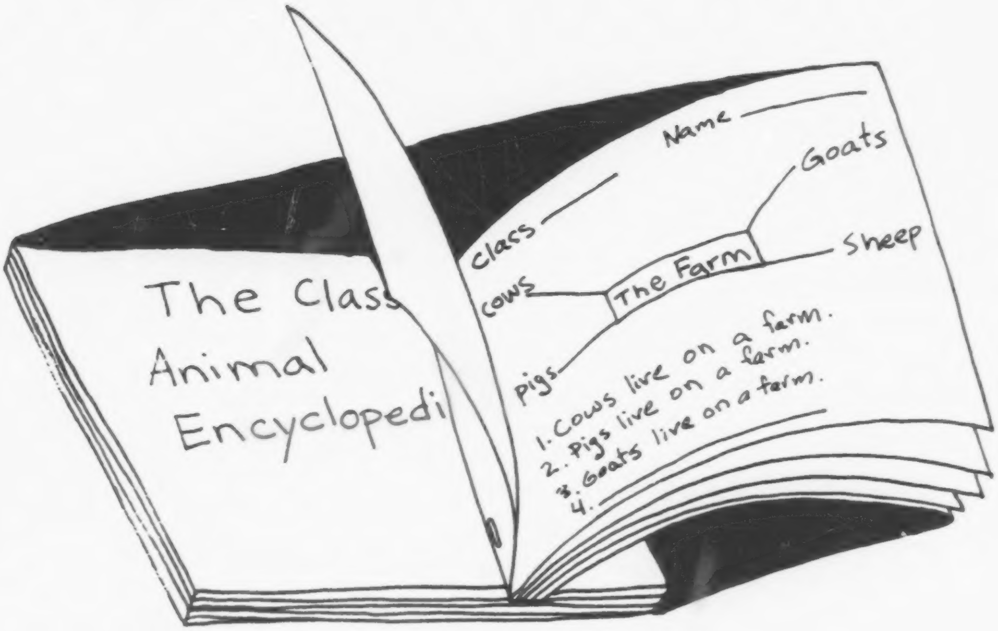
They can:

- select one animal.
- think of three or four research questions about the animal.
- write or dictate the questions for a research frame.
- use a dictionary or encyclopedia to find answers to the questions.
- draw or write the answers in the boxes of the frame.
- research and write about animals who live in certain places, such as the farm, the ocean, the jungle, the desert.
- make a chart comparing and contrasting characteristics and attributes of people, plants, and animals. Brainstorm a list of common characteristics.
- set up a research center for future reference for other themes.

Sample Research Frame


I am a cat.
Do pet me. Don't pull my tail.
I am a goldfish.
Do feed me. Don't pick me up.

Children's research frames may be bound together into a class encyclopedia.


The Class Animal Encyclopedi
Name
class
Goats
Sheep
The Farm
cows
pigs
1. Cows live on a farm.
2. Pigs live on a farm.
3. Goats live on a farm.
4.

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THEME D: NUMBERS AROUND US

Children will enjoy discovering the mathematical concepts in Numbers Around Us. Mathematics becomes an inviting curriculum area as children experience it concretely, through such activities as taking number walks, creating patterns with songs and body movements, and reciting chants. Learning is enriched as mathematics becomes integrated with other content areas.

This theme can be used throughout the school year. It relates number concepts to children's practical experiences, progressing from concrete activities to representational graphs and charts. The theme provides opportunities for children to investigate, solve problems, estimate, and predict.

BROAD-BASED GOALS:

- To find out how numbers enable us to count.
- To find out how numbers can be grouped.
- To find out how numbers help us to sequence.
- To find out how numbers help us to measure.
- To construct number meanings.
- To use fundamental mathematical operations — addition, subtraction, multiplication and division — in real-life situations.
- To compare and interpret number information.
- To learn how graphs show relationships between numbers.
- To learn how number concepts help solve problems.
- To recognize patterns and make predictions based on patterns.
- To find geometric forms in our daily lives.
- To use statistics and probability in making decisions.
- To learn how to estimate.

Learning Experience I is centered on numbers in the school. Children will participate in counting activities, make number booklets, compare information on graphs, and learn about time and sequencing of events.

Learning Experience II focuses on numbers throughout the year. Children will learn their birth dates, days of the week, and months of the year.

Learning Experience III focuses on numbers in the neighborhood. Children will take neighborhood walks to explore patterns in the environment and look for numbers on the street. They will learn about telephone numbers.

Learning Experience IV introduces number facts, number sentences, money combinations, and the use of calculators. Children will identify, count, and determine the worth of coins, and they will use calculators to find answers to number problems.

Communication Arts

- Learning words for numerals
- Creating charts
- Writing books about number concepts
- Recalling events in sequence
- Listening to stories
- Reciting poems, fingerplays, rhymes, and chants
- Naming and sequencing days and months
- Naming the current day
- Making a telephone book
- Reading and writing number sentences
- Graphing colors

Music/Movement

- Playing number games
- Singing songs
- Using body movements to act out the time
- Learning songs about months
- Identifying and extending rhythmic patterns
- Using musical instruments
- Using bodies to show patterns
- Marching in rhythm

Social Studies

- Working cooperatively
- Finding numbers in the environment
- Making a class birthday chart
- Learning about class schedules
- Celebrating birthdays
- Locating houses and classrooms by their numbers
- Learning telephone numbers
- Finding out how to use emergency numbers
- Making choices and decisions
- Noticing details and patterns in the community
- Learning number words in other languages
- Taking a neighborhood walk
- Seeing the importance of numbers in the community
- Using a trip board

Art

- Making a clock
- Making toy telephone
- Decorating paper cakes and candles
- Creating a mural

Numbers Around Us

Mathematics

- Recognizing and writing numerals
- Using non-standard measurement
- Interpreting patterns in a variety of ways
- Understanding and using mathematical symbols
- Telling time using digital and analog clocks
- Making comparisons
- Estimating quantity and length
- Exploring the concept of zero
- Making and interpreting bar graphs and pictographs
- Learning about odd and even numbers
- Understanding the passage of time

Science

- Analyzing data
- Determining location by number
- Estimating distance
- Identifying properties
- Finding out about time relationships
- Comparing/contrasting growth patterns
- Finding out about safety in the environment

Health

- Learning about emergency services in the community
- Learning how time relates to physical needs
- Comparing body size
- Learning about height and weight
- Watching growth patterns

THEME D: LEARNING EXPERIENCE I

NUMBERS IN OUR SCHOOL

Concepts:

- Numbers enable us to count.
- Numbers help us to sequence.
- Numbers help us to measure.
- Numbers help us to compare and interpret information.

Preliminary Activity:

During circle time, the teacher may:

- guide the children to look for numbers in the classroom.
- direct the discussion using the following questions:
  - — What do you see that has numbers written on it?
  - — Can we find numbers that belong to us?
  - — Why do you think the numbers are on the objects?
  - — What would happen if there were no numbers on the objects?
  - — How do you think people decide which numbers to use?

The teacher and children can compose a story on chart paper about the importance of numbers in the classroom:

We looked for numbers in our class.	Jennifer
Our door number is 171.	Jose
The clock has numbers.	Edward
Books have numbers on the pages.	Kenya
The calendar has lots of numbers!	Jill

CURRICULUM AREAS: WRITING/ART

Materials:

paper, chart paper, marker, drawing materials

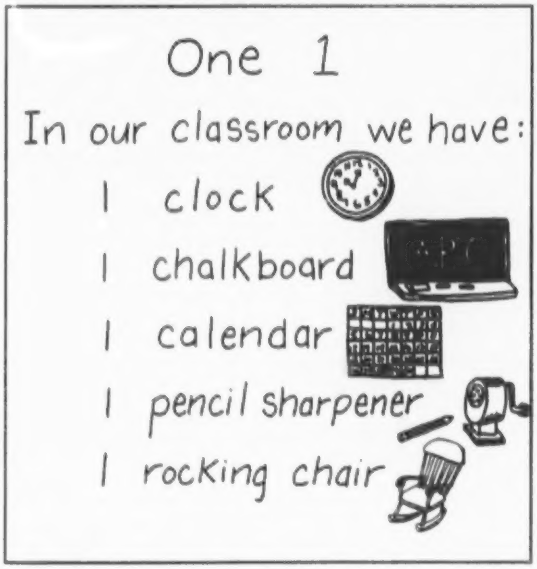
Vocabulary:

count
five
four
how many
more than/less than
one
three
two
zero

Experience:

The teacher can:

- invite the children to sit in a circle.
- display a sheet of chart paper entitled "1 one."
- ask the children to name objects in the room of which there are only one.
- record the children's responses on the chart with illustrations.



One 1

In our classroom we have:

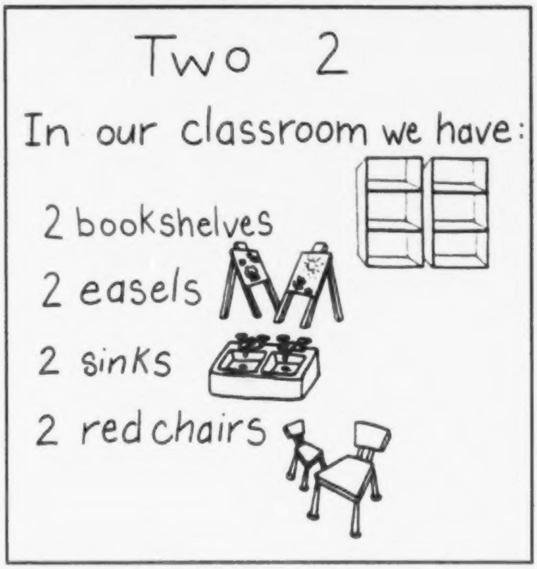
1 clock
1 chalkboard
1 calendar
1 pencil sharpener
1 rocking chair

The children can:

- read the chart aloud.
- begin making a number book.
- write the numeral "1" and the word "one" on the top of the page.
- draw a picture of one object on that page.
- share the pictures with their classmates.

On another day the teacher may:

- entitle another chart "2 two."
- list things that appear in twos in the classroom.
- illustrate the objects on the chart.



Two 2

In our classroom we have:

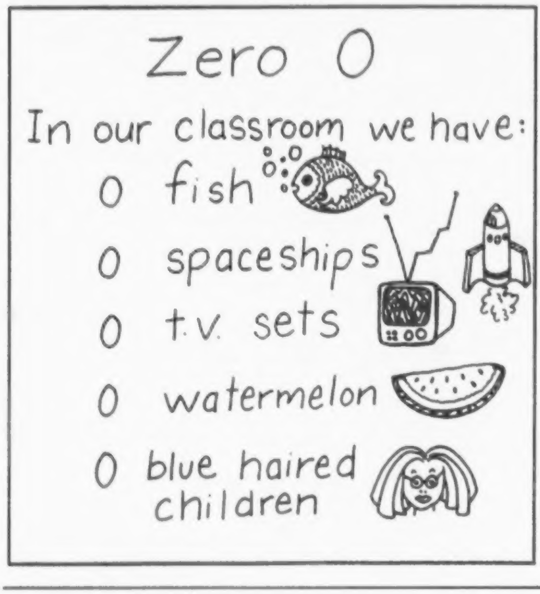
2 bookshelves

2 easels

2 sinks

2 redchairs

- The children may make the second page of their number books by writing "2 two" and drawing two objects. Continue, creating charts for "3 three," "4 four," and "5 five." Children can follow up each activity in their number books. Help the children to develop an understanding of zero by asking "How many elephants are in our classroom?" or "Do we have any spaceships?" A sample chart follows:



Zero 0

In our classroom we have:

0 fish

0 spaceships

0 t.v. sets

0 watermelon

0 blue haired children

- For zero, the pictures should be lightly crossed out to indicate that there are none in the room.
- For homework, children take an inventory at home. Have the children make lists of things at home they have one, two of, three of, four of, five of, and none (zero) of.

Follow-up:

The teacher can prepare "Things in the Room" cards:

CHALK
DESK
WINDO
RULER
ERS
SK
PLANTS
PASTE
GIRL
BOYS
CHAIR
PENCIL

- place the cards in two piles.
- play a comparison game with the class.
- call on two volunteers.
- record the information on a chart.

The children can:

- take turns turning over one card from each pile.
- compare the cards to decide which shows more or fewer objects.
- make a book called "In Our Room" and include the records of their discoveries.

CHAIRS	WINDOWS
25	4

There are more chairs than windows in our class.

CURRICULUM AREAS: ART/SOCIAL STUDIES

Materials:

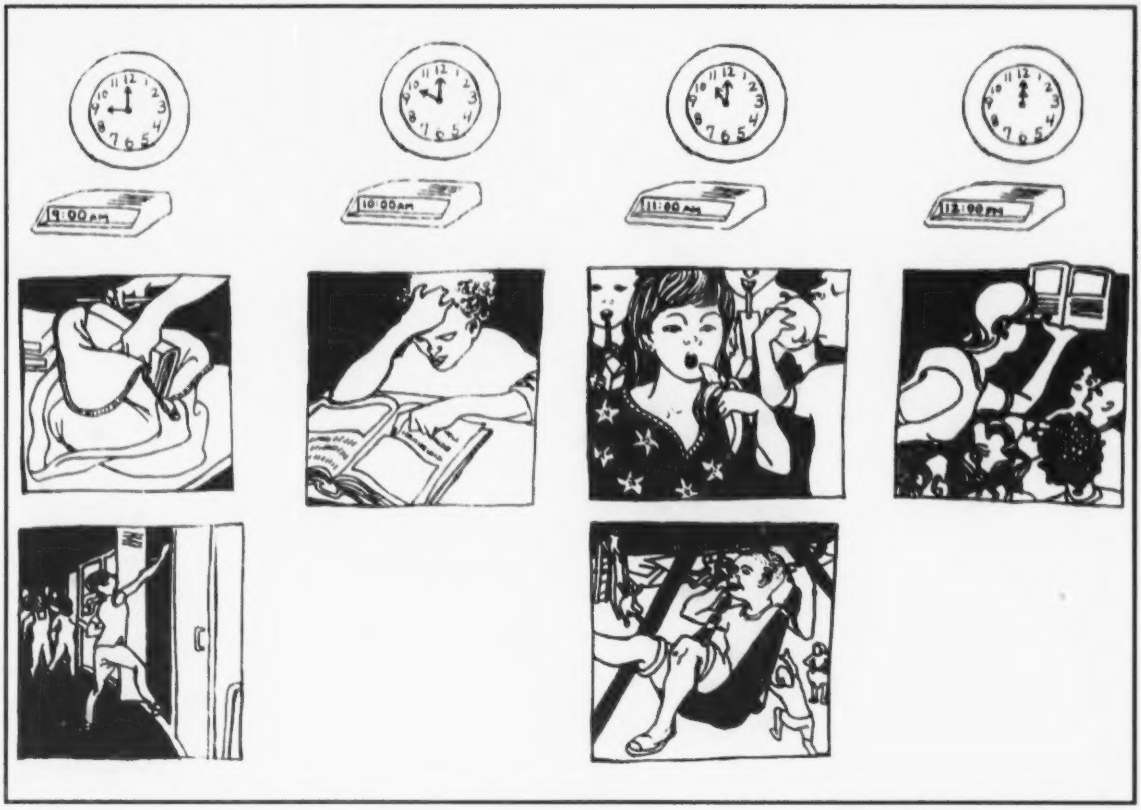
pencils, paper, crayons

Vocabulary:

time
schedule
clock
order

Experience:

- As a group, children can discuss what they do in class and/or their favorite part of the day.
  - What school activity do you like the best?
  - Why do you like ______ ?
  - Which is your favorite time of the school day?
  - Why is ______ your favorite time?
- Children may illustrate their best or favorite classroom experiences.
- Each child's contribution may be shared.
- The teacher may create a bulletin board from the class experience pictures.
- Head the bulletin board with analog and digital clocks, each representing a different hour of the school day. With the children, sort the pictures by the time which the activity is scheduled during the day. Staple the pictures under the appropriate clock.



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CURRICULUM AREAS: MATHEMATICS/COMMUNICATION ARTS

Materials:

clock, paper plates, paper fasteners, oaktag, markers, crayons

Vocabulary:

hands face

Experience:

The children can:

- listen to the story *Clocks and More Clocks*, by Pat Hutchins.
- work in small groups to make individual clocks.
- share the clocks they made with the class.
- read the bulletin board and set their clocks to the times indicated.
- act out the times with their bodies.
- learn poems about clocks.

I'm a Clock*

It's fun to play that I'm a clock
And move my arms that way.
It's fun to play that I'm a clock
To learn the time of day.

Straight up, straight down, arms side to side,
Then round and round they go.
And not before too very long,
It's telling time I'll know.

Martin Shaw

Our Clocks*

Our clocks are most important,
In a very special way,
Their ticking and their tocking,
Help us tell the time of day.

But, should they ever stop to rest,
The world would be aghast,
For, then, no one would know the time,
Or how much time had passed.

Martin Shaw

CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:

chants and actions songs about numbers

Vocabulary:

number words

Experience:

The teacher can:

- introduce the children to rhymes and chants containing number concepts.
- use the rhymes and chants at transition times or during math lessons.

The children can:

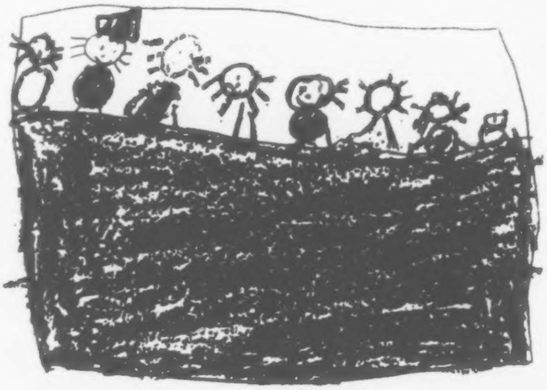
- say the chants and rhymes when they play outdoors.
- act out the chants.

Follow-up:

The children can:

- make up their own rhymes.
- work in small groups to illustrate their rhymes and create books of their illustrations.

There were 8 in bed,
And the little one said,
"Roll over, roll over."
So they all rolled over
And one fell off
And bumped his head ...



Brandy

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* Reprinted with permission of the publisher, Early Years, Inc., Norwalk, CT 06854. From the Aug./Sept. 1988 issue of *Teaching/K-8*.

NUMBERS AND ABCS

One, Two, Buckle My Shoe*

One, two, buckle my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a good fat hen.

Hippity-hop to the grocery store
To buy three sticks of candy.
One for you and one for me,
And one for sister Mandy.

Two Little Ducks that I Once Knew*

Two little ducks that I once knew,
Fat ones, skinny ones, there were two
But the one little duck with the feathers on his back,
He led the others with a quack, quack, quack.
Down to the river they would go,
Wibble, wobble, wibble, wobble, to and fro.
But the one little duck with the feathers on his back,
He led the others with a quack, quack, quack.
He led the others with a quack, quack, quack.

Five Little Ducks*

Five little ducks went swimming one day,
Over the pond and far away.
Mother Duck said, "Quack, quack, quack."
But only four little ducks came back.

Four little ducks . . . three . . . two

One little duck went swimming one day,
Over the pond and far away.
Mother Duck said, "Quack, quack, quack."
And five little ducks came swimming back.

There Were Five in the Bed and the Little One Said*

There were five in the bed and the little one said,
"Roll over, Roll over."
So they all rolled over and one fell out - *(pause).*
There were four in the bed and the little one said,
"Roll over. Roll over."
So they all rolled over and one fell out - *(pause).*
(Continue with numbers three and two.)
There was one in the bed and the little one said.
"GOOD NIGHT!"

Five Little Monkeys, Jumping on the Bed*

Five little monkeys, jumping on the bed.
One fell off and bumped his head.
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed."

Four little monkeys ... three ... two ... one.

---

* *One Potato, Two Potato, Three Potato, Four - Chants for Children*, Lou Colgin, ed. (MD: Gryphon House, Inc.), 1982. Permission pending.

One Elephant Went Out to Play*

One elephant went out to play
On a spider's web one day.
He had such enormous fun,
He asked another elephant to come

Two elephants went out to play ...

Three ... four ...

1 Little, 2 Little, 3 Little Kittens*

1 little, 2 little, 3 little kittens *(or whatever)*
4 little, 5 little, 6 little kittens
7 little, 8 little, 9 little kittens
10 little soft, furry kittens.
(Count backwards for another verse.)

Alice the Camel*

Alice the Camel had 10 humps
Alice the Camel had 10 humps
Alice the Camel had 10 humps
So go Alice go!

Boom, boom, boom
(children may wiggle here)

Alice the Camel had 9 humps ...

Alice the Camel had no *(or zero)* humps,
'Cause Alice is a horse!

CURRICULUM AREAS: HEALTH/SCIENCE

Materials:

butcher paper, pencil, string, scissors, multilink cubes

Vocabulary:

compare
height
larger/shorter than
length
measure
same as
taller/shorter than

Experience:

The teacher can:

- mount the butcher paper on the wall.
- have the children take turns standing against the wall. Mark their height on the paper.
- place the children's names or photocopied pictures next to the height marks.
- cut a piece of string the same length as each child's height.
- save the butcher paper so that the activity can be repeated near the end of the year. Note the growth that has occurred during the year.

The children can:

- measure their pieces of string against other things in the room to find objects of the same height.
- build multilink trains that are the same length as their strings.
- trade strings with a friend.
- estimate how many cubes are needed to make a multilink train as long as the friend's string.
- build a multilink train to check their estimate.

Follow-up:

The children can make a string graph of their heights.

The teacher:

- wraps a 3-inch length of tape around the top of the string and writes the child's name on it.
- hangs the strings vertically in a row from a fixed line.
- helps the children compare the lengths of string to see similarities and differences.

---

* *One Potato, Two Potato, Three Potato, Four - Chants for Children*, Mary Lou Colgin, ed. (MD: Gryphon House, Inc.), 1982. Permission pending.

THEME D: LEARNING EXPERIENCE II

NUMBERS THROUGHOUT THE YEAR

Concepts:

- Numbers help us tell dates.
- Numbers help us count days and months.
- Numbers help us estimate and predict.
- Graphs show relationships between numbers.

Preliminary Activity:

The teacher can:

- have the children look at the calendar to determine how many days are in the current month.
- ask the children:
  - What are the names of the days of the week?
  - How many days of the week are there?
  - What day of the week is today?
  - What day was yesterday?
  - What day is tomorrow?
  - Are there any holidays or birthdays this month? (If so, the teacher can mark them with stickers.)
  - How many Mondays (or Tuesdays or Wednesdays, etc.) are in this month?
  - On which day of the week does this month begin? End?

The children can:

- learn the days of the month and week in other languages.

CURRICULUM AREAS: MATHEMATICS/SOCIAL STUDIES/COMMUNICATION ARTS

Materials:

calendar grids, drawing materials

Experience

The teacher can:

- distribute to the children calendar grids with the first and last dates of the month filled in.

The children can:

- label the month and count the days, placing birthdays and holidays in the appropriate places. The calendar can be illustrated with personal drawings, photos, and writing. (This can be done monthly to form a seasonal calendar.)

CURRICULUM AREAS: MATHEMATICS

Materials:

photocopied illustration of birthday cake and candles, kraft paper, drawing materials, scissors, paste

Vocabulary:

older	younger	birth date
months	most	least

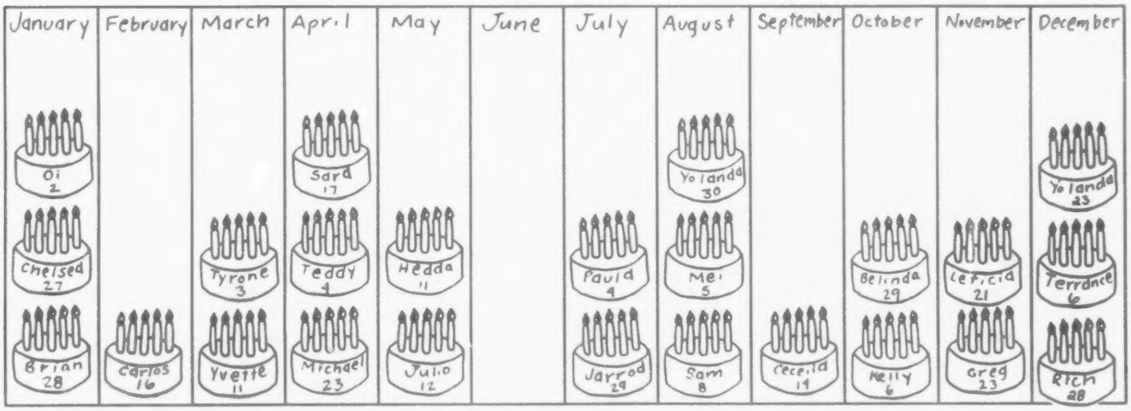
Experience:

The teacher can:

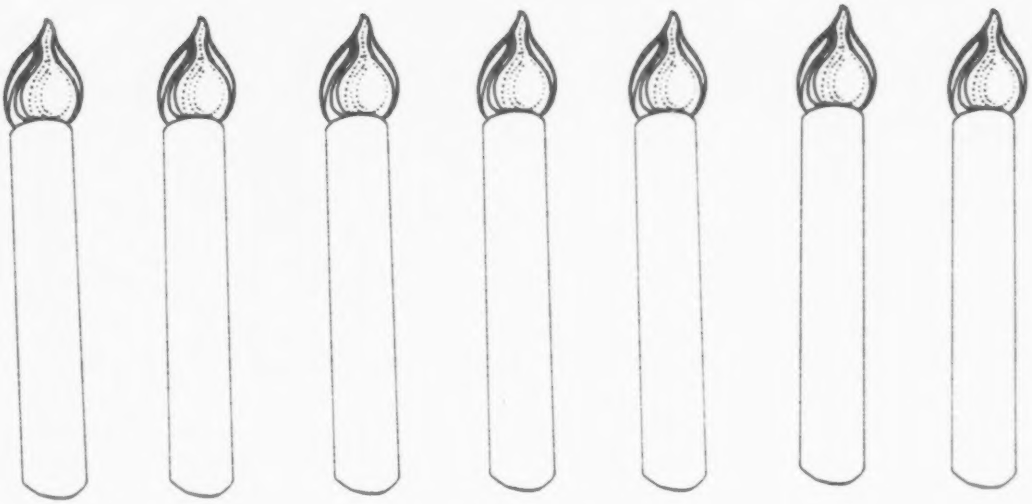
- ask the class what it means to have a birthday.
- prepare a birth date chart on the kraft paper, making one column for each month.
- help the children print their names and birth dates on individual "bithday cakes."
- help the children order the cards by birth date.
- have the children attach their cards, in order, to the chart.

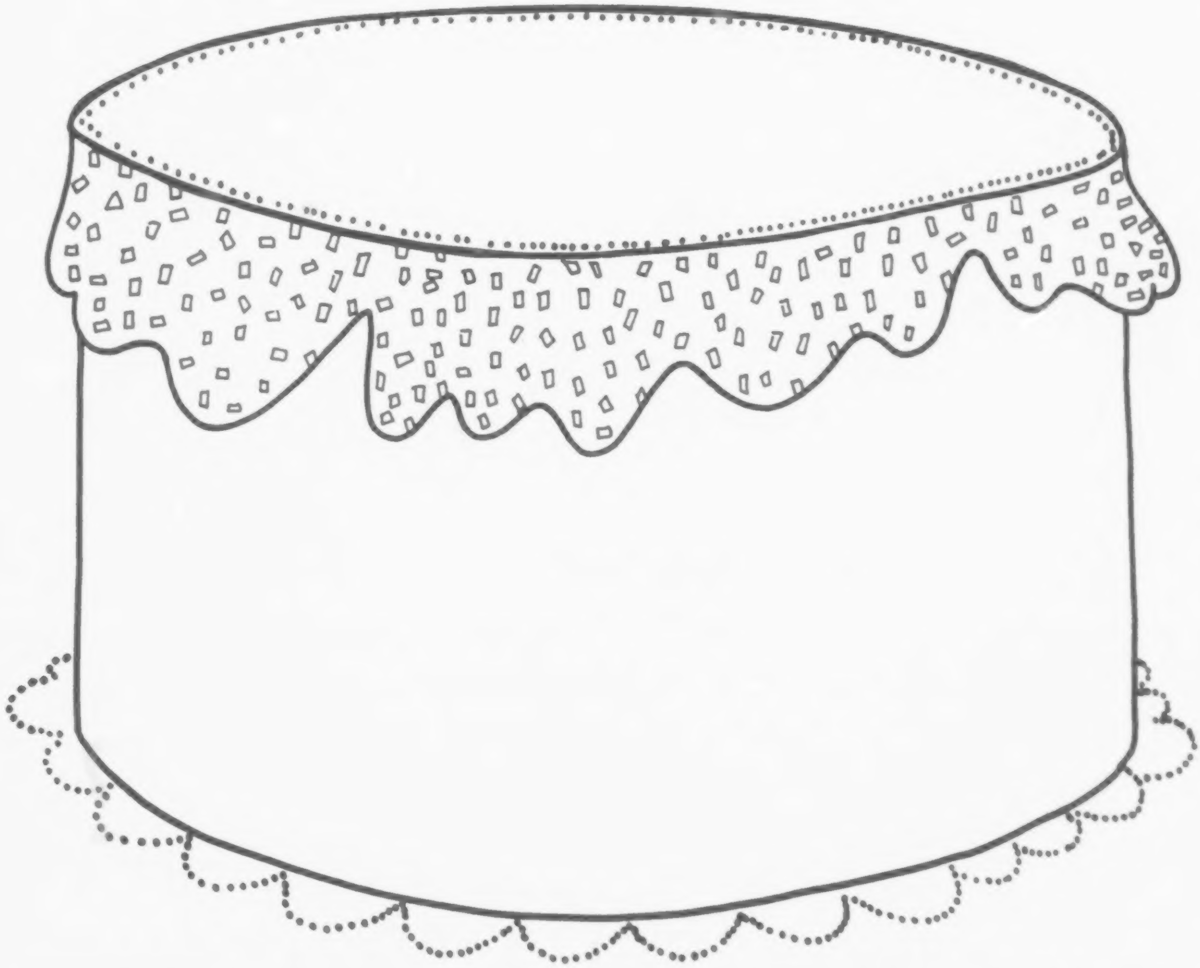
The children can:

- decorate the birthday cake and candle illustrations.
- write their names and birth dates on the individual cakes.
- group the birthday cakes by month, then put them in order by date.
- arrange the cakes on a large piece of brown kraft paper to make a graph that represents the children's birthdays.
- use the completed birth date chart for problem solving, answering questions such as
  - — Who is the oldest child in our class?
  - — Who is older, _______ or _______?
  - — Both _______ and _______ were born in August. Who is younger? By how many days?
  - — How many more children were born in _______ than in _______?
  - — Who celebrates his or her birthday on _______?
  - — Which children celebrate their birthdays in _______?
  - — Do any children have birthdays on holidays? Which holidays?
  - — In which season does the class celebrate the most birthdays? The least?


January
February
March
April
May
June
July
August
September
October
November
December
Oi 2
Chelsea 27
Brian 28
Carlos 16
Tyrone 3
Yvette 11
Sara 17
Teddy 4
Michael 23
Hedda 11
Julio 12
Paula 4
Jarrod 29
Yolanda 30
Mei 5
Sam 8
Cecelia 19
Belinda 29
Kelly 6
Leticia 21
Greg 23
Yolanda 23
Terrance 6
Rich 28

BIRTHDAY GRAPH TEMPLATES





CURRICULUM AREAS: MATHEMATICS/COMMUNICATION ARTS (TO BE DONE AFTER JANUARY)

Materials:

ziplock bag, collection of 100 items (toothpicks, buttons, bottle caps, beans, etc.), 12" x 18" construction paper, large calendar, hundreds boards

Vocabulary:

estimate
numbers 1-100
groups of 10
sets
patterns
arrays

Experience:

The teacher can:

- help the children count on the calendar how many days have gone by since the beginning of the year (January 1). Label the box for today with that number (for example, if today is Feb. 4, it is day 35 of the new year).
- ask the children to begin to assemble a collection of 100 items that each will bring in for the 100th Day Celebration. Brainstorm with the children items they might collect (e.g., 100 buttons, 100 beans, 100 baseball cards).
  On the 100th day, have the children bring their collection of objects to school. Take time to explore the different collections and discuss their multicultural aspects with the class.
- give a piece of 12" x 18" construction paper to each child. Have the children set out their collections in groups of 10 on the paper. Ask the children:
  - — How many groups of 10 do you have?
  - — How did you arrange your sets of 10? For instance, did you arrange five groups by two groups or two groups by five groups? Discuss patterns.
  - — How many sets of 100 do we have in the class?
- Give out hundreds charts. Have children count by twos, threes, fours, fives, and tens on separate sheets to form visual number patterns. The children should choose a different color for each number.

The children can:

- predict the month in which the 100th day will fall.

CURRICULUM AREA: MATHEMATICS/MOVEMENT

Materials:

timer or watch with second hand, post-its

Vocabulary:

predict
estimate

Experience:

The teacher can:

- draw a big foot or sneaker on a board or chart.
- have the children predict how many times they can tap their toes in 100 seconds.
- give the children post-its. Have them write on the post-its their names and estimates of how many times they will tap in 100 seconds. Attach the post-its to the foot/sneaker chart.
- tell the children to count each time they tap. Give them a signal to begin and stop tapping. Use the timer to keep count for 100 seconds.
- discuss and chart the outcome, moving the post-its with the estimates to the appropriate columns.
- Variation: Children can stand with their eyes closed for 100 seconds and sit down when they feel 100 seconds has been reached.

Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Culminating Project

LEARNING EXPERIENCE II: NUMBERS THROUGHOUT THE YEAR

The teacher makes one card for each month of the year, punching holes in the cards and attaching strings so the children can wear them. The children march in a circle as they sing the Song of the Months. As each month is mentioned in the song, the child wearing the card labeled with that month steps to the center of the circle. The other children stop and clap as the child in the center twirls around. The song and action continue until all the months have been named.

Song of the Months
We are marching in a circle.
We are moving to the beat.
Now it's time for everyone to meet.
January, January, we're so glad you're here.
You're so important to the year.

Yea! January!

The children can:

- scramble themselves and put themselves back in monthly order.
- count the months from one to 12.
- make a physical graph by lining up with the child who wears the name of the month in which they were born.

THEME D: LEARNING EXPERIENCE III

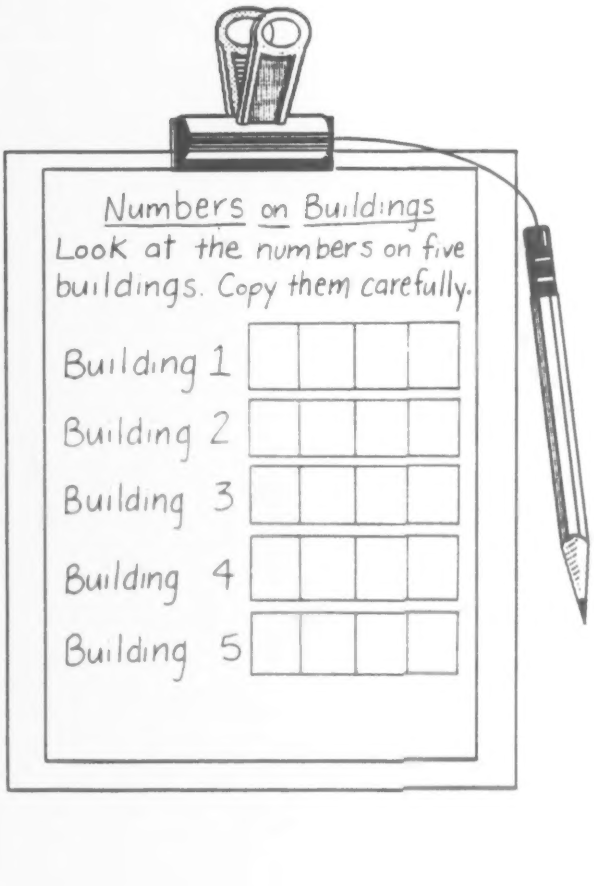
NUMBERS IN THE NEIGHBORHOOD

Concepts:

- Numbers can be observed in the neighborhood.
- Estimates can be made by counting.
- Number concepts help us solve numerical problems.
- Predictions can be made from number patterns.

Preliminary Activity:

Take the children on a neighborhood number walk to observe numbers in the neighborhood. Before the trip, brainstorm with the children the places where numbers may be found. Chart the children's responses. Prepare trip boards to use on the number walk.



Numbers on Buildings

Look at the numbers on five buildings. Copy them carefully.

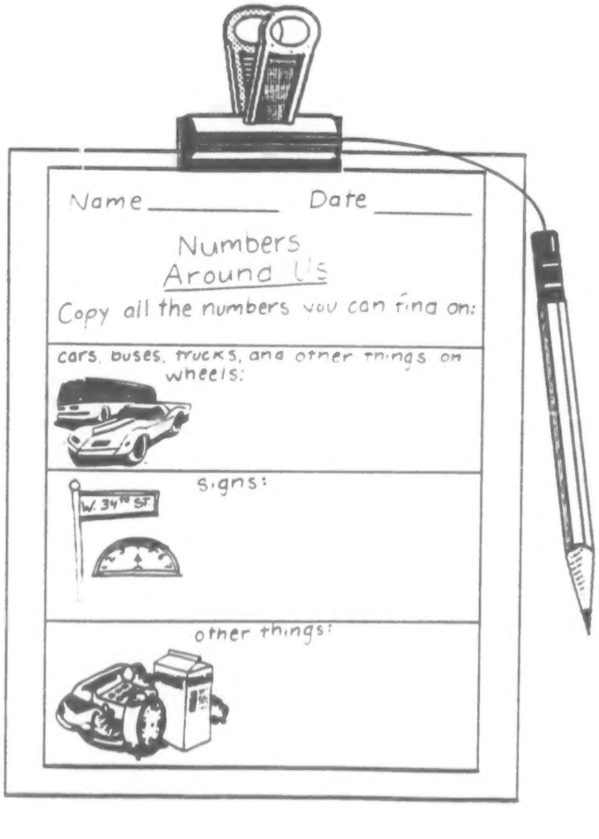
Building 1

Building 2

Building 3

Building 4

Building 5



Name ________ Date _______

Numbers Around Us

Copy all the numbers you can find on:

cars, buses, trucks, and other things on wheels:

signs:

other things:

CURRICULUM AREA: ART

Materials:

large piece of kraft paper, crayons, scissors, completed trip boards, construction paper, paste or glue

Vocabulary:

stores	street signs	houses
next to	building	neighborhood
above	mural	

Experience:

After the number walk, the teacher can:

- prepare large kraft paper for a mural.
- help describe the streets where children walked.
- help children decide where on the street background to put their drawings.

The children can:

- refer to their individual trip boards to choose something from the number walk to draw.
- each select, draw, and cut out one item to contribute to the class mural (e.g., house, taxicab, street sign).
- add numerals in appropriate places on their drawings.

CURRICULUM AREA: MATHEMATICS/ART

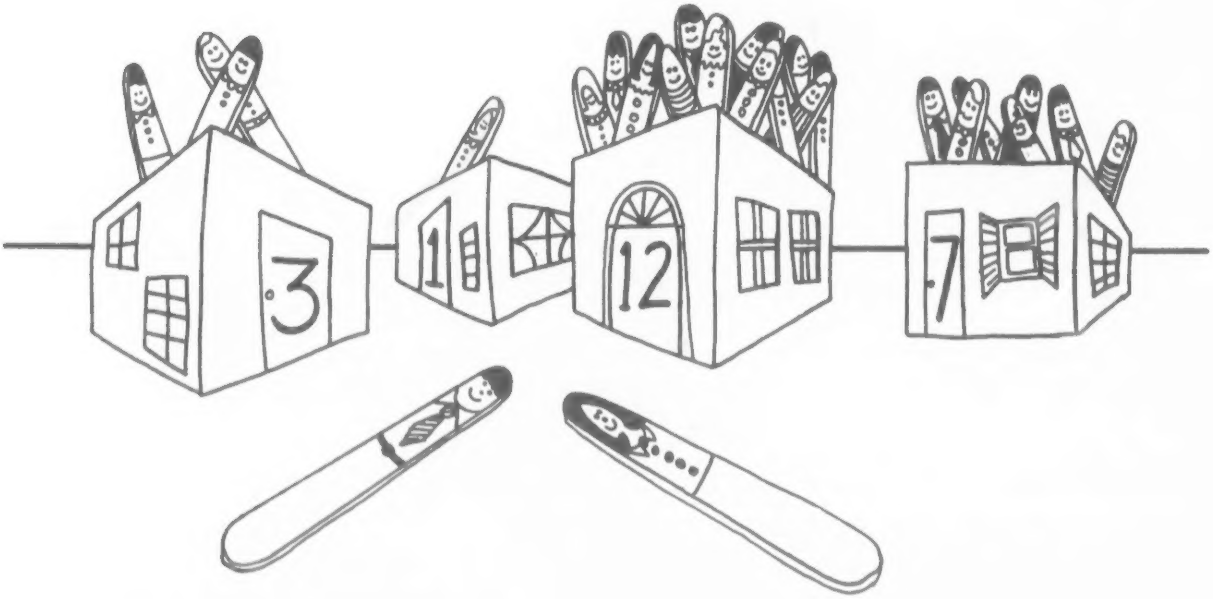
Materials:

scissors, empty 1-pint milk or juice cartons, tape or glue, colored construction paper, fine-point markers, ice cream sticks

Experience:

The children can:

- cut off the tops of the cartons.
- using tape or glue, cover the cartons with construction paper. Leave the tops open.
- draw windows and a door on each carton.
- write a different numeral on each door.
- draw faces on the ice cream sticks.
- line up the houses. Take turns putting the correct number of ice-cream-stick people in each house. The number written on the door should correspond to the number of people who live in the house.
- arrange the houses in two rows facing each other.
- locate houses by their numbers.
- learn to distinguish between odd and even numbers, numbering the houses on the right with even numbers and the houses on the left with odd numbers.



CURRICULUM AREA: SOCIAL STUDIES

Materials:

paper telephones and telephone books

Vocabulary:

area code	directory
dial	telephone number

Experience:

The teacher can:
- distribute a paper telephone to each child.
- review each child's telephone number.
- ask the children to color their phones and write in their telephone numbers.

The children can:
- make personal telephone books containing their classmates' numbers.
- use the books to telephone each other by "touching" the numbers on the paper phones.
- practice using emergency telephone numbers: 911 and 0 for operator.

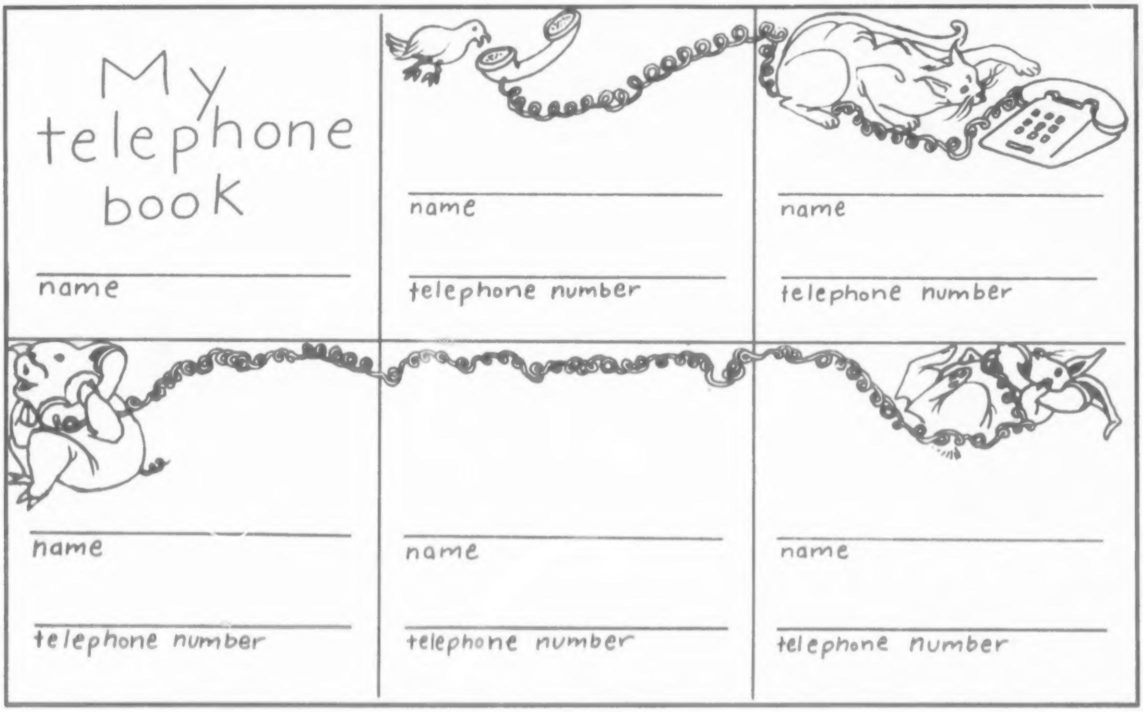
1. Call 9 – 1 – 1 or 0

Say "**This is an Emergency Call!**"

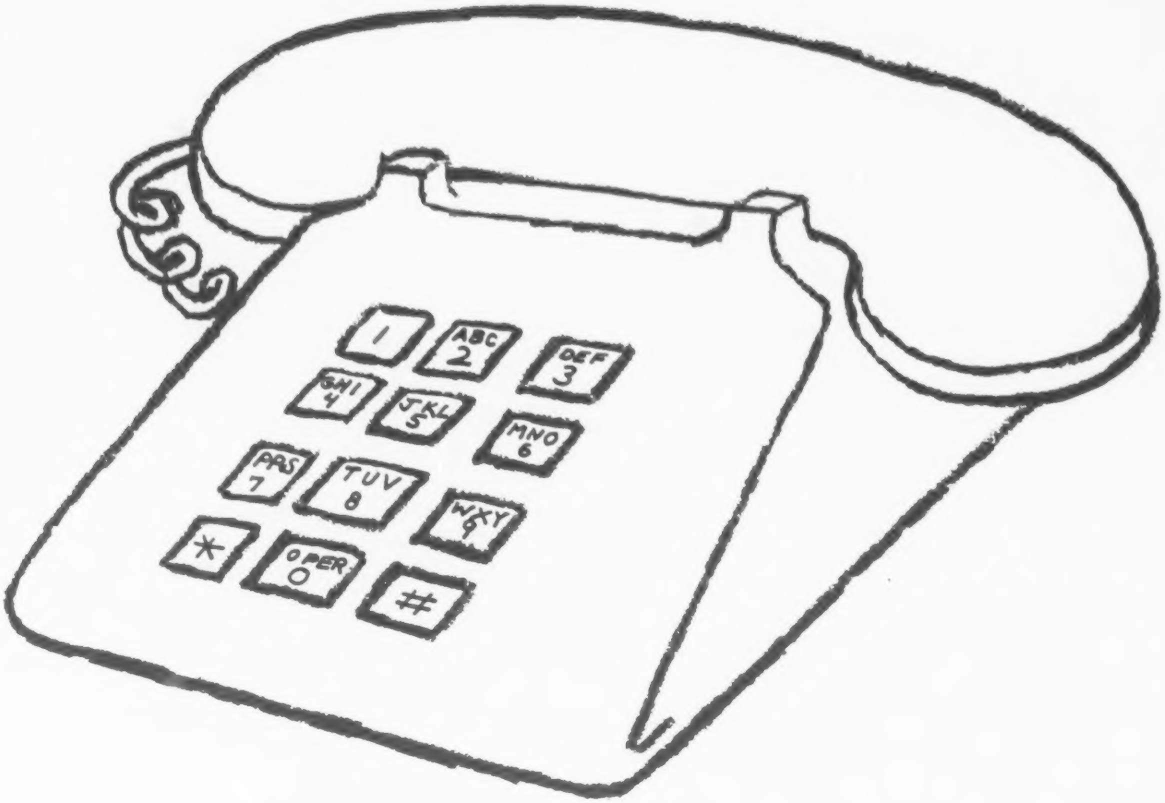
2. REPORT:

- Who
- What
- How many
- Where

3. DON'T HANG UP!



My telephone book name	name telephone number	name telephone number
name telephone number	name telephone number	name telephone number



CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:

musical instruments and records, if available

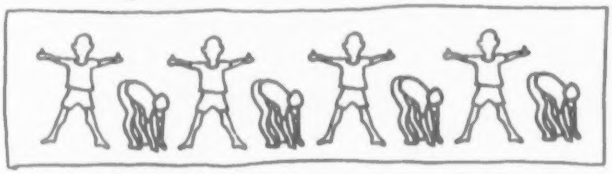
Vocabulary:

order pattern sequence

Experience:

The teacher can teach these songs:
- "Row, Row, Row Your Boat"
- "The Hokey Pokey"
- "Head and Shoulders"
- "Frère Jacques"
- "This Old Man"
- "The Farmer in the Dell"

The children can:
- identify and extend rhythm patterns, such as snap, snap, clap; snap, snap, clap; snap, snap, clap.
- create rhythm patterns.
- use musical instruments to create sound patterns for other children to identify.
- make body patterns in the gym or other large areas.



Stretch Bend Stretch Bend Stretch Bend
or

Pole Bridge Pole Bridge Pole Bridge

- move around the gym using repetitive movements such as: hop, hop, step; hop, hop, step. Invite children to create their own sequences.

Culminating Project

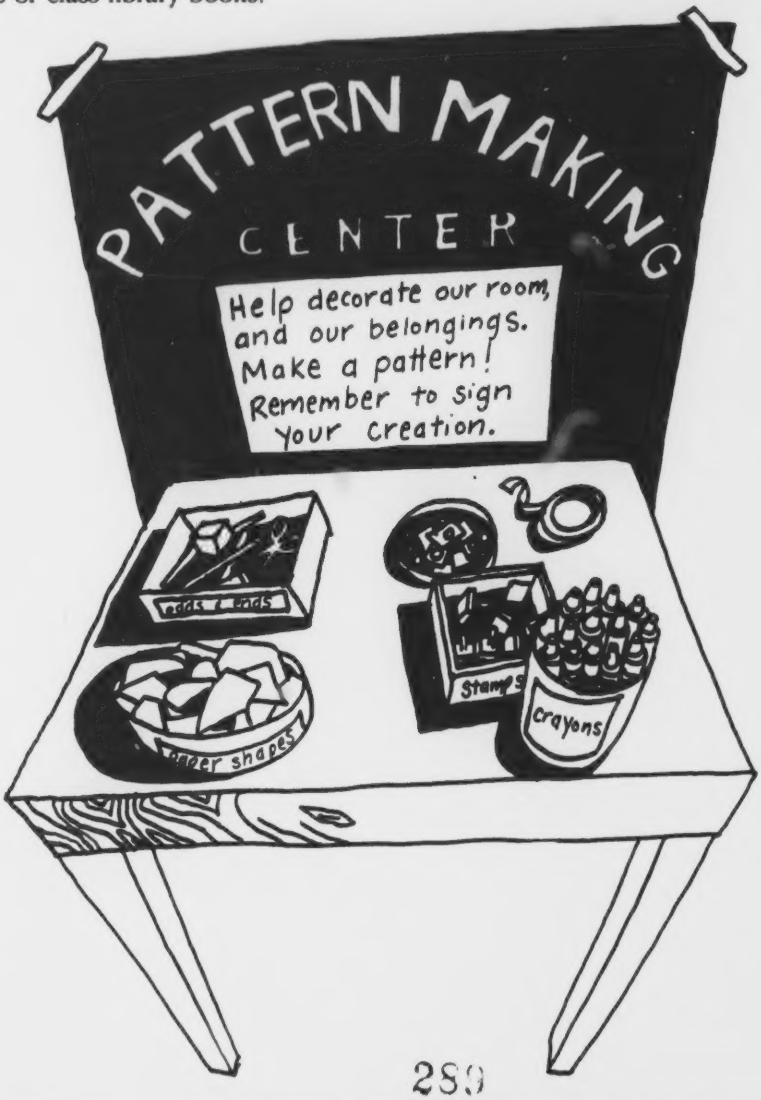
LEARNING EXPERIENCE III: NUMBERS IN THE NEIGHBORHOOD

The teacher can read *Look Again* by Tana Hoban.

The class can identify different ways in which the children can contribute patterns to decorate the classroom. For example, they could create:

- patterned name cards.
- patterned strips for a bulletin board or large calendar trim.
- patterned book covers for their personal notebooks or class library books.
- patterns to cover a large surface such as the door, filing cabinet, or cupboard doors.
- patterns on their work folders.

At a large center, place long strips of paper, large sheets of newsprint, construction paper cut into different shapes, crayons, templates, and any other materials which the children could use to create these patterns. Have the children (the designers) sign their patterns.


PATTERN MAKING
CENTER
Help decorate our room, and our belongings. Make a pattern! Remember to sign your creation.
odds & ends
paper shapes
Stamps
crayons

THEME D: LEARNING EXPERIENCE IV

NUMBERS AND MONEY

Concepts:

- Number facts help us solve problems.
- Number sentences help us solve problems.
- Monetary units can be combined in many ways.
- Calculators can be used to solve number problems.

CURRICULUM AREAS:
MATHEMATICS/COMMUNICATION ARTS

Materials:

unlabeled "mystery" box, real and play pennies and nickels (later in the year, real and play dimes, quarters, half-dollars, and dollar bills), ziplock bag, cupcake cups or clear fruit cups

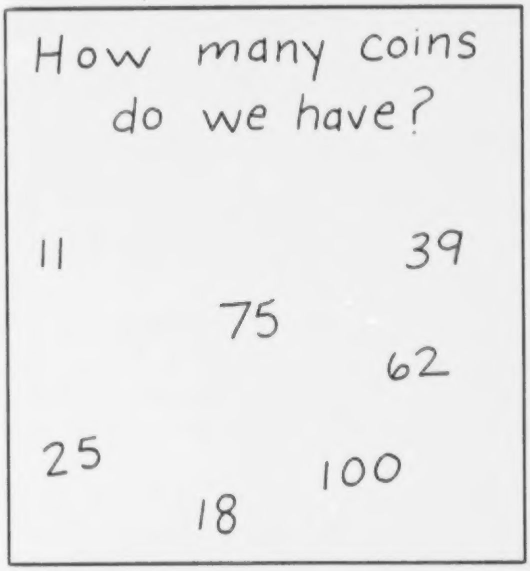
Vocabulary:

penny
money
copper
(quarter)
nickel
amount
coins
(half-dollar)
dime
silver
(dollar)

Experience:

The teacher can:

- place some real coins — pennies and nickels (later dimes, etc.) — in the "mystery" box. Show the box to the class. Shake it.
- have the children be "detectives" and gather clues.
- have the children ask questions about the contents of the mystery box.
  - — What size, shape and color are the contents?
  - — What can be done with the contents of the box?
  - — Can we eat the contents of the box?
- transfer the contents of the box into a ziplock bag. Pass it around so that each child can take a quick look at it. Let the children guess how many coins there are in the bag. Accept all estimates without comment.
- write the children's guesses on a chart.



How many coins
do we have?

11
39
75
62
25
100
18

- ask the children to identify the coins.
- discuss the attributes of and differences between the coins.
  - — penny: copper, round, worth one cent, shows Abraham Lincoln, smaller than a nickel, etc.
  - — nickel: silver, round, bigger than a penny, worth five cents, shows Thomas Jefferson, etc.
- count with the children the value of all the coins and tally the results on the board or a chart.
- group the tally marks into fives (𝍸) and circle the complete sets of five. As you count five coins, place them in a cupcake cup or clear fruit cup and set them aside.
- determine the exact number of coins. Encourage the children to count by fives, using the cups or the tallies.
- take two cups of five coins each. Ask the children to predict what will happen if you combine (add) the two.
- after combining the contents of the cups, write a number sentence to show what has happened.

  5 coins + 5 coins = 10 coins

- circle groups of ten tally marks. Model your actions using the cups of coins.
- have the children assist and count by ten until the exact number of coins is reached.
- compare the answer obtained counting by five with answer obtained counting by ten.
- ask the children to predict how many nickels are in the collection. Pennies?
- record the children's answers on a chart.

How Many?	
Nickels do we have?	Pennies do we have?
10 23 5 18	43 100 17

- verify the number of each type of coin separately, using the methods described above.
- give out real or plastic coins. Discuss how much each kind of coin is worth. Discuss the "head" and "tails" sides of each coin. Ask what the coins are for and what the children can do with them.
  — Why do we need coins?
- have the children bring in coins from various countries.

CURRICULUM AREA: MATHEMATICS

Materials:

real coins, pocket board (to make pocket board, cut a piece of poster board 10" x 16" and six pieces of clear acetate (transparency film) 3/4" x 10". Label the top of the board "Today is _______." Laminate the board, if possible. Tape the bottoms and sides of the acetate strips to the board. Leave an inch or more between each strip.)

Vocabulary:

penny	nickel	dime
money	coins	worth
quarter	half-dollar	dollar

Experience:

The teacher can:

- use a pocket board to display combinations of coins which total the current date. (For example: Today is the 13th day of October. Does anyone have an idea of how we can make 13 cents for our top pocket?) Discuss and show all combinations:

Today is October 13

⑩ ① ① ①
⑤ ⑤ ① ① ①
⑤ ① ① ① ① ① ① ① ①
① ① ① ① ① ① ① ① ① ① ① ① ①

- repeat the process for different dates. Ask such questions as: "If we begin with two nickels, how many pennies will we need to equal the date?"

The children can:

- count along as all the combinations are calculated.
- fill as many pockets as possible. The teacher should let the group correct wrong suggestions by trying them out.

Today is October 16

⑤ ⑤

- discover that they have five pennies and they may trade them for one nickel. As they begin to deal with larger numbers, the children should trade for dimes and quarters as appropriate.
- count by fives.

CURRICULUM AREA: MATHEMATICS

Materials:

real or plastic pennies, nickels, and dimes; die labeled 1, 1, 2, 2, 3, 3 or 3¢, 3¢,4¢, 4¢, 5¢, 6¢.

Vocabulary:

die	number cube	bank
trade	equals	

Experience:

The teacher can:

- show the children how to play the following games:

Game I:

Two players take turns rolling a die labeled 1, 1, 2, 2, 3, 3. Working together, the players take as many pennies from the "bank" (box holding coins) as are indicated each time a player rolls the die. Whenever they accumulate a set of five pennies, they trade them at the "bank" for a nickel. They work together until they have five nickels (or a predetermined amount such as 30 cents).

Game II:

Two players take turns rolling a die labeled 3¢,3¢,4¢,4¢,5¢,6¢. Each time the die is rolled, the players take the amount of money shown from the "bank," in pennies and nickels. When they have accumulated 10 cents, they trade their coins in at the "bank" for a dime. The two players work together until they have five dimes (or a predetermined amount such as 50 cents).

CURRICULUM AREAS: MATHEMATICS/SOCIAL STUDIES

Materials

calculators, price tags, supermarket items

Vocabulary

cost buy change

Experience:

The teacher can:

- provide calculators and make sure the children are familiar with all the keys.
- display about 10 supermarket items, each tagged with a price.
  - — single-portion cereal box (25¢)
  - — apple (30¢)
  - — small package of tissues (10¢)
  - — box of macaroni and cheese (50¢)
  - — piece of bubble gum (5¢)
  - — one candy kiss (1¢)
  - — one container of juice (45¢)
- ask the children questions such as:
  - — How much do the cereal and the bubble gum cost together?
  - — What two things can you buy for ______¢?
  - — How much do the apple, tissues, and candy kiss cost together?

The children can:

- work in pairs to find each answer on the calculator (enter 10¢ as 10, not .10), record a number sentence, and compare their results with the other children's. Extension:

Have the children begin with a set amount of money (e.g., 50¢) and see how many items they can buy.

$$\begin{array}{r} 50¢ \\ -\ \underline{45¢} \\ 5¢ \end{array} \quad \text{and} \quad 50¢ - 45¢ = 5¢$$

I can buy 1 piece of bubble gum or 5 candy kisses.

CURRICULUM AREAS: MATHEMATICS/ COMMUNICATION ARTS/SCIENCE

Materials:

apples, seeds, knife, 5" x 7" index cards, paper squares, plastic spoons, charts

Vocabulary:

round
whole
half
seed
halves
star

Preliminary Experience:

The teacher can:

- ask the children to name round things they like to eat.
- record each suggestion on a card and ask the child who gave the suggestion to make a simple drawing or paste a picture of it on the card.

The children can:

- sort the cards into groups — fruit, vegetables, nuts, cereal, snacks, etc.

Experience:

The teacher can:

- give each child an apple to look at carefully. Brainstorm with the children words that describe the apples, making a list of the words. Have the children sort the apples according to different characteristics, such as:

  red/not red
  has a stem/has no stem

- have the children compare the apples within subgroups.
  - — Which red apple is the biggest?
  - — Which yellow apple is the roundest?
  - — Which apple with a stem is the shiniest?
- have the children predict how many seeds they will find in their apples. Record their guesses. Then cut the apples in half, and discuss the concept of half.
- have the children describe the shape that is revealed (star shape — practice this at home first).
- give each child half an apple. Ask:
  - — How many apples do we need if everyone in the class gets half an apple?
- write Half—Halves on the board or chart.
- write $\frac{1}{2}$
- give each child a square piece of paper a little larger that his or her apple half. Have each child trace the apple half or make an apple print using red food coloring.

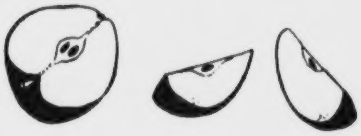
  Then have the children carefully dig out with their spoons all the seeds from their apple halves and glue them onto the paper apple shape. The children should write their names on the front of the shape.
- Prepare a large chart titled "How Many Seeds in Your Apple?" It should have columns wide enough for the children's apple seed pictures. Ask all the children who had no seeds in their apples to attach their apple pictures to the chart in the "0" column. Repeat for all other numbers of seeds until all the pictures have been attached to the chart.
- ask the children:
  - — What number of seeds occurred most often?
  - — What number of seeds did not occur at all?

  Compare the results with the children's predictions.

Follow-up:

The teacher can:

- demonstrate the concept of 1/4 by cutting an apple in half, then cutting each half in half again. Use four children to model the concept.



- ask:
  - — How many apples will we need to buy so that everyone will get 1/4 of an apple?
- have the class make an Apple Cookbook. Discuss with the class ways in which apples are prepared for eating in other countries. How do different families like to eat apples (e.g., fresh, as applesauce, baked, in pancakes, etc.)
- make a How I Like Apples graph. Survey the class, choose categories (e.g., fresh, applesauce, juice) and record results.
- have the class predict the weight of an apple or group of apples. Then weigh them and compare the result with the predictions.

THEME E: LET'S STEP OUTSIDE

"Let's Step Outside" is a particularly exciting theme for first grade children. It offers many indoor and outdoor experiences and activities that will help young children understand nature and the physical world. Through this theme, children will learn to use their senses to explore natural phenomena; in so doing, they will come to appreciate and respect the earth and the diversity of nature.

BROAD-BASED GOALS:

- to gain an understanding of the seasons and weather
- to find out that living things depend on their physical surroundings for survival
- to appreciate the importance of conservation
- to understand that the earth we live on is composed of water, air, and soil
- to learn about the relationship of the Earth, sun, and moon
- to discover how shadows are formed

Teachers should be aware that some of the activities in this theme are seasonal and should be scheduled for the appropriate times of year.

Learning Experience I focuses on the seasons and weather. It offers activities and experiences which include using the calendar; making graphs; and creating leaf prints, terrariums, kites, and pinwheels. Children will also make insect cages and learn about butterflies. Songs, poems, and fingerplays enrich this experience. Multicultural understanding will result when children compare and contrast the climates of their countries of origin.

Learning Experience II centers on respecting the earth's resources. Children will learn that we can all work and live together on our earth. They will explore natural substances such as soil, sand, shells, rocks, water, and air. They will discuss environmental problems, such as litter and pollution, and learn ways to conserve and recycle. A recycling center will be set up in the classroom. An exciting culminating project offers raps, songs, chants, and poems for the children to perform.

Learning Experience III is called "Starlight, Moonbright." Children find out about day and night, moon phases, sunlight and shadows, and the stars. They will be taught how to keep a lunar log and will create their own imaginary constellations. They will also make their own shadow silhouettes and create a shadow play. The sun will be explored as a source of energy as the children make solar prints.

The theme "Let's Step Outside" integrates science activities with other curriculum areas and offers children opportunities to apply skills in math, art, music, social studies, and communication arts as they explore and investigate the natural world.

Social Studies

- Sharing information about other countries
- Interviewing family members
- Exploring the effect of weather on jobs, recreation, and clothing
- Using map skills
- Comparing/contrasting people's activities during day and night
- Taking a neighborhood walk
- Helping to keep the neighborhood clean
- Recycling in the community
- Working together in group activities
- Making choices
- Understanding the effects of seasons
- Finding out that people, places, and things change over time
- Developing an understanding about family differences and similarities
- Developing interest in family traditons

Health/Cooking

- Making snow cream
- Discussing the effects of pollution
- Practicing good hygiene
- Dressing for the weather
- Using our senses to explore the environment
- Collecting letters in containers

Art

- Creating collages
- Printing
- Designing leaf mosaics
- Cutting out snowflakes
- Painting ice-crystal pictures
- Drawing contrasting scenes
- Inventing a litter machine
- Sewing fish puppets
- Making, kites, pinwheels, windchimes
- Designing solar prints
- Decorating paper butterflies
- Fashioning an insect cage

- Analyzing data

Mathematics

- Naming and sequencing seasons of the year
- Graphing the weather/temperature
- Matching objects
- Understanding symmetry
- Counting
- Finding patterns
- Sequencing events
- Learning about the calendar
- Counting and using money
- Measuring quantities
- Classifying natural objects
- Estimating capacity
- Collecting, organizing and graphing data
- Collecting and recording data in tables
- Balancing

Let's Step Outside

Music/Movement

- singing songs
- participating in movement activities
- dancing
- playing circle games
- performing exercises outdoors

Communication Arts

- Reciting poems and fingerplays
- Describing natural occurrences
- Learning words in other languages
- Creating original books
- Recording observations
- Contributing to class experience stories
- Interviewing
- Reading books about theme topics
- Creating playlets
- Making wishes on stars
- Keeping a log
- Recalling events in sequence
- Writing greeting cards and invitations
- Brainstorming lists
- Finding out about action words and compound words
- Recording in experiment journals
- Performing a dramatic presentation
  - . making inferences
  - . making comparisons
  - . engaging in group discussions
  - . reporting informally

Science

- Exploring seasonal changes
- Observing and recording weather
- Investigating rain, snowflakes and icicles
- Finding out how to care for birds in winter
- Using a prism to make a rainbow
- Making terrariums to observe the water cycle
- Using senses to explore natural phenomena
- Finding out about solar/wind energy
- Observing metamorphosis
- Exploring the effect of earth's rotation on day and night
- Observing and recording lunar phases
- Blocking light to make shadows
- Exploring constellations
- Comparing and contrasting collections
- Classifying by properties
- Examining the earth's layers
- Finding causes and solutions for pollution
- Learning about decomposition
- Predicting changes
- Verifying predictions

THEME E: LEARNING EXPERIENCE I

SEASONS & WEATHER

Concepts:

- There are four seasons in each year.
- Each season has unique characteristics.
- The weather can change from day to day.
- People adapt to changes in the weather.

Preliminary Activity:

The teacher can:

- read the following poem aloud:

Autumn Mystery

Red robins and
You spiders, too, and
Every butterfly,
It's time for some decisions.
Look at the autumn sky!
Now red ants and
All ladybugs and
Green grasshoppers—wait!
All crickets, stop
Your singing and
Gather by the gate.
I want to ask
A question.
I'd really like to know.
When winter comes
And days grow cold,
Tell me, where do you go?

— *Billie M. Phillips*

- ask the children:
  - — Which seasons are mentioned in the poem?
  - — How do you know?
  - — Which birds and insects are mentioned in the poem? In which season do you see them?
  - — What changes does the poet predict will happen in fall?
  - — What changes does the poet predict will happen in winter?
  - — What is the answer to the poet's question?
- brainstorm things children know about each season.
- categorize their responses.

Save the charts to use as each season occurs to add new information the children may suggest.

FALL	WINTER	SPRING	SUMMER
The leaves change colors. Birds fly away. We wear jackets.	We build snowpeople. I see icicles. It is cold. We make snowballs.	Birds come home. There are lots of baby animals. Grass grows. Trees get leaves.	It is hot. I go swimming. School is over. Mommy takes me to the beach.

CURRICULUM AREAS: ART/MATH

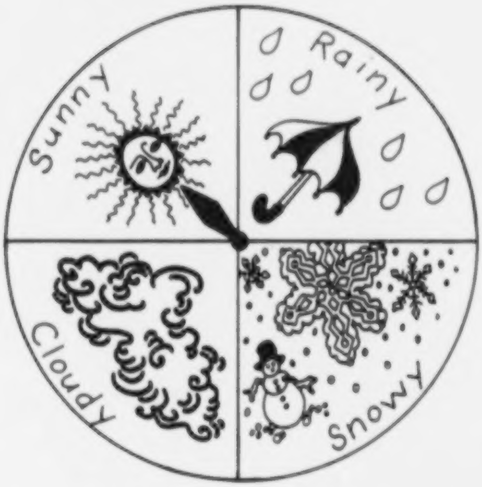
Materials:
paper plates divided into four parts with markers, oaktag arrows, paper fasteners, paper doilies, cotton balls, aluminum foil, yellow two-inch circles, scissors, glue

Vocabulary:

cloudy
raindrops
rainy
snowflakes
snowy
sunny
weather

Experience:
The children can:

- make paper-plate weather indicators by gluing weather symbols into each of the four sections: Cotton balls represent clouds. Aluminum foil represents raindrops. A piece of the paper doily represents a snowflake. The yellow circle represents the sun.
- make a large weather indicator for a class bulletin board. Move the arrows each day to indicate the daily weather.



Follow-up:
The teacher can:

- distribute a monthly weather chart to each child.
- help the children to color in the appropriate space on the chart each day, using a different color crayon for each type of weather.
- have the children count how many days were sunny, cloudy, rainy, or snowy at the end of the month.
- record the children's observations about the weather graph on a chart.

SEPTEMBER WEATHER

September had five sunny days.

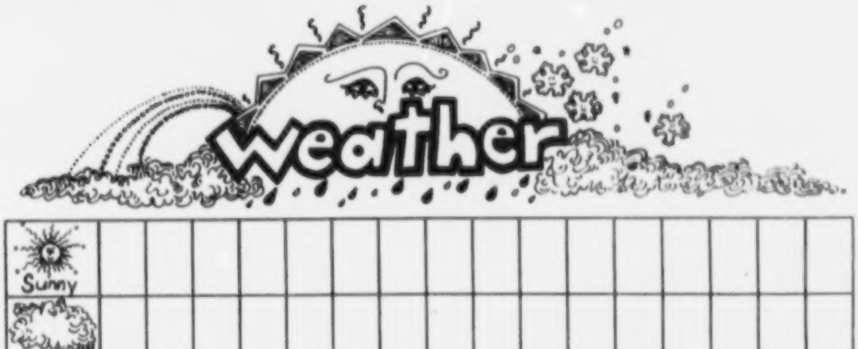
It rained on six days.

There were no snowy days.

Five days were cloudy.

There were the same number of sunny days and cloudy days.

We marked 16 days on our graph.



CURRICULUM AREAS: SCIENCE/MOVEMENT

Materials:

four 5" x 8" cards for each child, markers, pictures representing the four seasons, glue, scissors, crayons, season symbols (optional)

Vocabulary:

autumn	spring	winter
fall	summer	

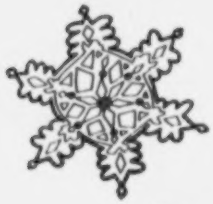
Experience:

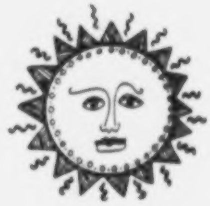
The children can:

- write the name of one season on each card.
- glue the seasonal symbol to the appropriate card or draw a picture to represent the season
- learn the order of the seasons with this poem:

Seasons

Fall hold it high
Winter go down low
Spring turn around
Summer touch your toe!
Clap - Clap - Clap
Snap - Snap - Snap
Once more around
Now let's go!





Follow-up:

The teacher can:

- remind the children that the seasons follow one another in a pattern (repeatedly).
- invite a child to come to the front of the room holding the "fall" card.
- ask the class which season comes next. Allow the "fall" child to pick a "winter" child.

CURRICULUM AREAS: SOCIAL STUDIES/ COMMUNICATION ARTS

Materials:

interview questionnaire, chart paper, markers

Vocabulary:

cold/hot	same/different	weather
countries	seasons	

Experience:

The teacher can:

- review the seasonal changes children have experienced in New York City.
- ask children to share seasonal changes they have experienced in other places.
- compare the similarities and differences among the seasonal changes mentioned by the children.

The children can:

- prepare a questionnaire for caregivers.
- formulate questions for caregivers to answer about seasonal changes.
  - — Where did you live?
  - — Did you have four seasons?
  - — Did leaves change colors and fall from the tree?
  - — Did it snow?
  - — Did it rain in April?
  - — Did you have a winter season?
  - — What was it like?
  - — In what month did winter begin?
  - — How did the weather influence your life?
- use the questions to interview a family member.

Follow-up:

On the next school day, children can share what they learned from the family interviews. As they talk about the different world areas, the teacher may display a map or a globe to point out how geography affects climate. Children can tell how the weather influenced the lives of family members and compare the role weather played in people's clothing, homes, jobs, and recreation.

Note: The teacher may implement the following suggested seasonal learning experience activities in the thematic centers at appropriate times of the year.

Fall Activities

CURRICULUM AREAS: ART/SCIENCE

Materials:
leaves from different kinds of trees, drawing paper, crayons, water color paints, brushes, push pins, brayers

The children can:
Carefully gather leaves from different kinds of trees. Pick out a good leaf which is about the same size and shape as most of those on the tree. Don't forget to leave the stem on the leaf, but don't break any branches on the tree.

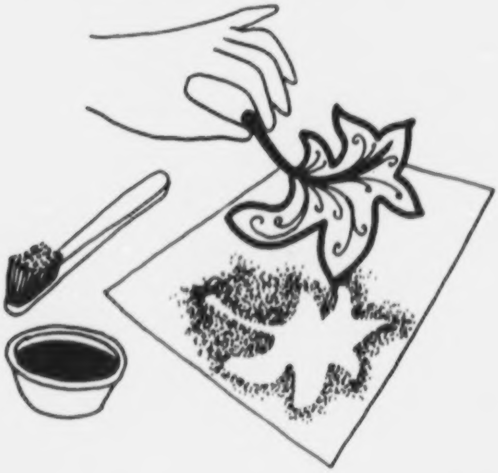
Flatten leaves out by pressing them between sheets of paper weighted by heavy books. If the leaf is curled, moisten it before pressing. Leave them for a few hours until they are flat.

Make crayon prints from leaves:

- Place a leaf on a smooth surface (such as a table) with the prominent veins up. Cover the leaf with a sheet of paper.
- Choose a colored crayon and with long even strokes rub it across the paper covering the leaf.

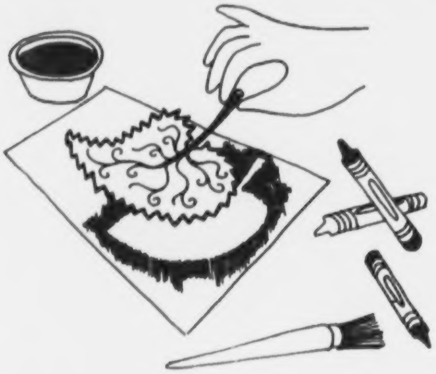
Make spatter-paint prints:

- Place the leaf on the paper, making sure the leaf is flat. You may have to pin the edges down. Dip an old toothbrush in water color. Shake the surplus off the brush. Dab the brush all around the leaf margin. After the color dries lift the leaf carefully to see the outline.



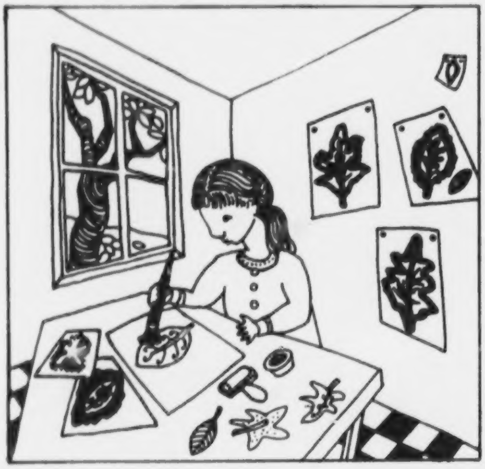
Make silhouette prints from leaves:

- Lay a leaf on a sheet of paper. With a crayon, or a stiff brush and thick paint, make short strokes outward from the edge of the leaf. (It will be necessary to hold the leaf down firmly while doing this.) Continue the strokes all around the margin of the leaf. When the leaf is removed its outline will appear on the paper.



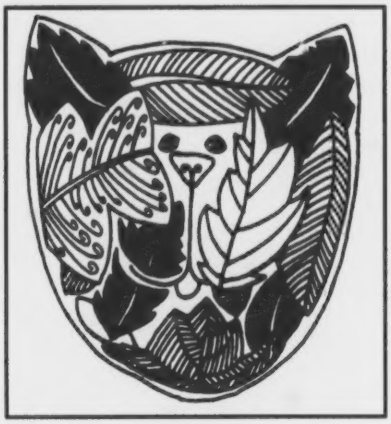
Make leaf prints with paint:

- Paint the underside of the leaf where the veins appear. Place the painted leaf on a paper. Cover the leaf with paper towel. Roll a brayer over the leaf. A leaf print is on the paper! Compare leaf prints to appreciate the diversity in nature.
  — make a display of the leaf prints.



Make leaf mosaics:

- Gather a variety of colored leaves.
- On drawing paper, make an outline of an animal, person, or a design.
- Paste the leaves on the outline to fill in the design.
- Crush, tear, or fold to make the leaves fit the outline.



Make leaf comparisons:

- Find two leaves from the same tree, one that has fallen and one that is living. Examine them under a magnifying glass and name the things that are the same and different about the leaves.

  Use a Science Project Sheet to record observations.

- play a game by matching the leaves with the leaf prints previously made.

CURRICULUM AREAS: COMMUNICATION ARTS/MUSIC

The children can:

- learn fingerplays about fall:

Four Little Leaves*

(Hold up four fingers on one hand.)

Four little leaves
On the branch of a tree.
(Make flutter motion with other hand)

Along came the wind,
And then there were three.
(Hold up three fingers)

Three little leaves in the morning dew.
(Make fluttering motion)

The wind fluttered by,
And then there were two.
(Hold up two fingers)

Two little leaves
Waving in the sun.
(Make wind motions)

A sudden gust of wind,
And then there was one.
(Hold up one finger)

One little leaf
Hanging up there,
The wind shook that branch,
And now it is bare.

Apple Tree*

(Point with one hand.)

Way up high in the apple tree,
Two little apples smiled at me.

(Pretend to shake tree.)

I shook that tree as hard as I could,
And down came those apples,

(Rub tummy.)

Mmm, they were good.

---

* *Open the Door, Let's Explore*, by Rhoda Redleaf (St. Paul, MN: Redleaf Press, 1981), pp. 63, 83-4. Reprinted with permission.

MY SCIENCE PROJECT

Name ______________________ Date ______________

I want to know:

I will use:

The procedure is:

-
-
-
-

What I observed:

What I found out:

More to do:

Fall Leaves[**]

The leaves are falling from the trees.
(Arms raised, fingers wiggling, lower arms to ground.)

They make a pillow for my knees.
(Fluff up imaginary pile of leaves on ground.)

I jump and land on the pillow there.
(Jump and land gently on the pillow of leaves.)
And send leaves flying in the air.
(Move arms quickly out and up away from the body.)

In Fall[**]

Leaves with fingers waving by
(Wiggle fingers and move arms from left to right.)

Paint their colors in the sky.
(Move arms and fingers like brush, get larger with each stroke.)

Pumpkins in their patches lie.
(Make an oval shape with arms and lower to floor.)

And Halloween witches come out to fly.
(Bring hands together as if holding a broomstick and stand up—ready to fly.)

— Florence Mortimer

- read a fall poem:

Fall[*]

The leaves are green, the nuts are brown,
They hang so high, they'll never come down.
But leave them alone 'til the bright fall weather,
And then they will all come down together.

- sing a fall song:

Oh, Maple Tree[*]

(To the tune of "Oh, Christmas Tree")

Oh, maple tree, oh maple tree,
How pretty are your branches.
Your pointed leaves are colored bright.
All red and gold in the sunlight.
Oh, maple tree, oh maple tree,
How pretty are your branches.

Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.
Your many needles, soft and fine,
Your special cones and scent of pine.
Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.

Crackling Leaves[**]

Crisp fall leaves make a crackling sound
When I stomp them on the ground.
Squirrels and birds soon hurry away
I'm making so much noise today!

Fall Is Here![**]

There's a brand new crispness in the air.
I feel it more each day!
It tells me that fall is finally here.
And winter's on the way!

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[*] *Open the Door, Let's Explore*, Rhoda Redleaf (St. Paul. MN: Redleaf Press, 1981), pp. 63, 83-4. Reprinted with permission.

[**] *Early Childhood Seasonal and Holiday Activities*, Fay Wasserman and Sheila Medow (Dominguez Hills, CA: Educational Insights Inc., 1984), pp. 12-13. Reprinted with permission.

Winter Activities

CURRICULUM AREAS: ART/SCIENCE

Materials:
baby-food jars (one for each child), silver glitter or bits of cut-up foil, liquid detergent, glycerine (you can buy it at a drugstore), water, glue (optional), old Christmas cards, magazines, postcards, or travel-folder pictures, crayons, tape

The children can:

Make ice-crystal pictures on black construction paper:

Draw a snow scene with crayons. Mix equal amounts of epsom salts with water. Stir well. Brush epsom salts over the picture. Let it dry for at least one day.

Make snow shakers.

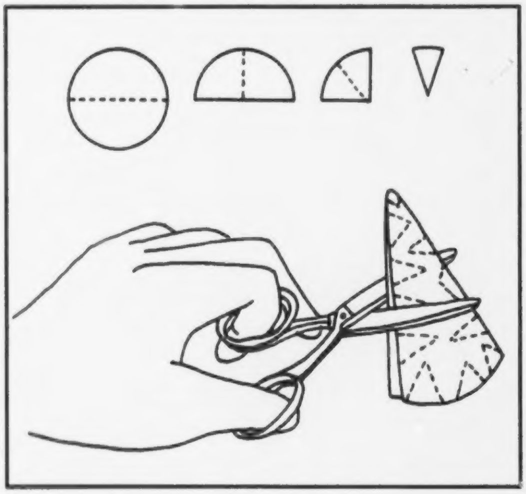
1) Pour about a teaspoon of glitter into each baby-food jar (enough to cover the bottom). 2) Fill each jar three-quarters full with liquid detergent and a few drops of glycerine (to make the bubbles last longer). Then fill to the top with water and screw the cap on tightly. (You can add a little glue around the rim first, before tightening.) 3) Draw or cut out a winter scene and tape it to the bottle with the picture facing in. 4) Turn the bottle around, shake it up, and watch the snow fall down!

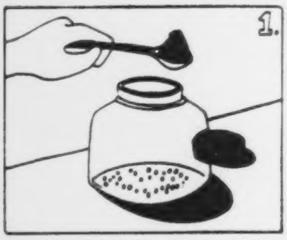
Variation: Make the jar into a paperweight by putting clay in the bottom first. You can also poke plastic figures, a sprig of pine tree, or a pine cone into the clay to make a more natural-looking winter scene. Add the glitter last.

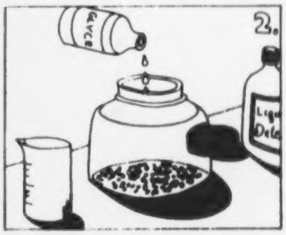
Make snowflakes from paper or aluminum foil.

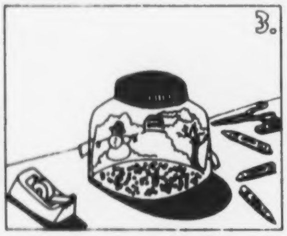
Fold paper circles (trace around a plate) in half, then in thirds, and then in half again before snipping. The resulting snowflakes will have the requisite six sides. By altering the little cuts from one snowflake to the next, your snowflakes will be as varied as those found in nature!

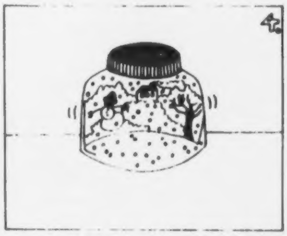
- Understand that just as snowflakes are unique, people too are unique in their characteristics and appearances.



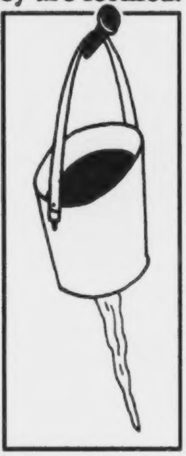








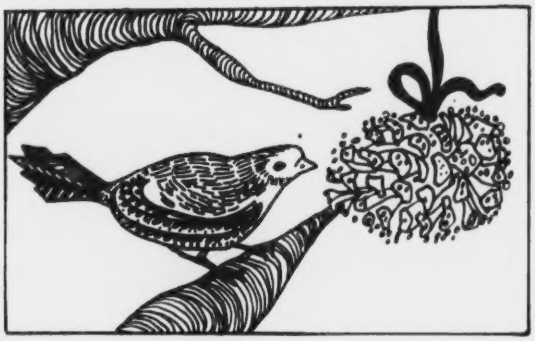
Make icicles to see how they are formed:



Poke a hole in the bottom of the container, just big enough to allow the water to drip out very slowly. (The success of this experiment depends greatly on the freeze/thaw cycle, so don't be disappointed if your manmade attempts don't work at first. Try changing the size of the hole, or hang the container in another location, to speed up or slow down the process as you see fit.)

Make a bird feeder.

- talk about birds in the winter.
  - — Which birds are still here?
  - — Where do they find food?
  - — How do they protect themselves from cold/windy/snowy weather?
  - — Can you find bird footprints in the snow?
  - — Why do birds migrate or go south?
  - — Which birds might visit your bird feeder?



Directions: Mix together one part margarine to one part peanut butter. Twist wire around a pine cone to form a loop for hanging. Spread peanut butter mixture over the pine cone with a knife. Roll in bird seed or cereal crumbs. Hang outside near a window ledge or on a tree branch.

Learn snow fingerplays.

Chubby Little Snowman*

A chubby little snowman had a carrot nose.
(Form snowman with right fist)

Along came a bunny, and what do you suppose?
(Hold two middle fingers of left hand down with thumb to form bunny; let him hop toward snowman)

That hungry little bunny, looking for his lunch
Ate that snowman's carrot nose,
Nibble, nibble, crunch!
(Bunny grabs snowman's "nose" and nibbles)

Falling Snow*

(Suit motions to words)

See the pretty snowflakes
Falling from the sky;
On the walk and housetop
Soft and thick they lie.
On the window ledges
On the branches bare;
Now how fast they gather,
Filling all the air.
Look into the garden,
Where the grass was green;
Covered by the snowflakes
Not a blade is seen.
Now the bare black bushes
All look soft and white,
Every twig is laden—
What a pretty sight.

---

* *Early Childhood Seasonal and Holiday Activities*, by Fay Wasserman and Sheila Medow. Reprinted with permission.

Learn snow poems:

The Mitten Song*

"Thumbs in the thumb-place,
Fingers all together!"
This is the song we sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens are wool, or made of finest leather.
This is the song
We sing in mitten weather;
"Thumbs in the thumb-place,
Fingers all together!"

— *Mary Louise Allen*

Snow*

The snow fell softly
All the night.
It made a blanket
Soft and white.
It covered houses,
Flowers, and ground,
But did not make
A single sound.

— *Alice Wilkins*

CURRICULUM AREAS:
COMMUNICATION ARTS/SOCIAL STUDIES

Materials:
drawing paper, crayons or markers, glue

Experience:
The children can:

- learn Eskimo words for snow:

ganik	snow that is still falling
pukaq	crusty snow
masak	musky snow

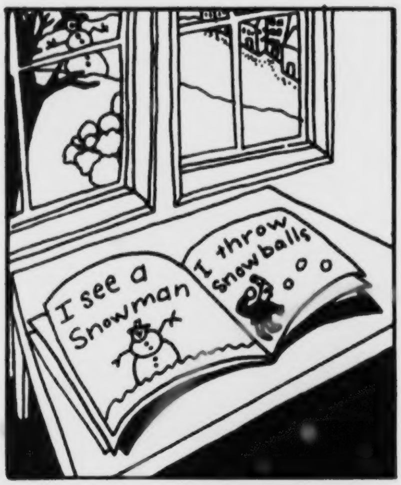
- brainstorm other descriptive words for snow, such as:

crisp snow
crystal snow
deep snow
fresh snow
silent snow
soft snow
wet snow

- list some compound words with snow:

snowballs
snowdrops
snowflakes
snowman
snowplow
snowshoes
snowsuit

- make a snow book using the compound words in sentences and illustrating each page.



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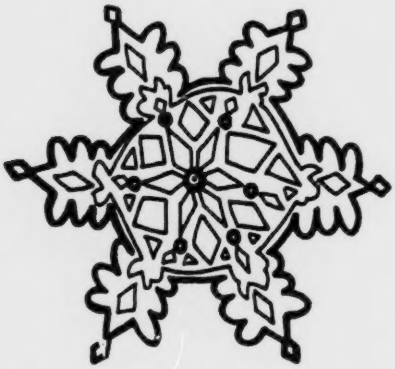
* *Early Childhood Seasonal Activities and Holiday Activities*, by Fay Wasserman and Sheila Medow. Reprinted with permission.

CURRICULUM AREA: SCIENCE

Materials:
dark construction paper, magnifying glass

Experience:
The children can:
- catch some snowflakes.



  - chill a dark sheet of construction paper outdoors or in the freezer.
  - examine single flakes with a magnifying glass as they land on the paper (before they melt!).
  - record observations on a project sheet.

CURRICULUM AREA: COOKING

Materials:
bowl, large spoon, clean snow, granulated sugar, vanilla extract, milk or cream

Experience:
The children can:
- make snow cream from fallen snow:
  - Gather clean snow in a bowl.
  - Sprinkle some granulated sugar and some vanilla extract and a bit of milk or cream to make a slushy treat. Eat it with a spoon or sip it through a straw as it melts.
- recite a snow poem:

First Snow

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
And places where I always play,
Look like somewhere else today.

— *Marie Louise Allen*

Spring Activities

CURRICULUM AREA: SCIENCE

Materials:
prism, 18" x 36" white construction paper or larger piece of butcher paper, masking tape, thin watercolor paints (red, orange, yellow, green, blue, indigo, violet), paintbrushes, glass or fishbowl, plastic bag

Experience:
The teacher can:

- share the rhythm of language and encourage group participation with the fingerplay "Falling Raindrops," from *Ring a Ring O'Roses* (Flint Public Library, Revised 1981).

Falling Raindrops

Raindrops, raindrops!
(Move fingers to imitate falling rain)
Falling all around.
Pitter-patter on the rooftops,
(Tap softly on floor)
Pitter-patter on the ground.
(Repeat)
Here is my umbrella.
(Pretend to open an umbrella)
It will keep me dry.
(Place over head)
When I go walking in the rain,
I hold it up so high.
(Hold high in the air)

- discuss how a rainbow is made. Explain that sunlight is made up of seven different colors of light: red, orange, yellow, green, blue, indigo, and violet. When sunlight passes through raindrops, the different colors of light are separated into bands. In order to see a rainbow, you must stand with the sun behind you and the raindrops in front of you.
- show children a rainbow. Hold a prism by the classroom window on a very sunny day. Observe the rainbow that is projected onto the floor.
- place an 18"x 36" piece of white construction paper in that spot and tape the corners in place to secure it. If necessary, use a larger piece of butcher paper.
- select seven children to paint the bands of color in the rainbow. Let the first child paint the red band of color in the rainbow with watercolor paints. Have the second child paint the orange band, overlapping it slightly with the red. The other five children in turn will paint the yellow, green, blue, indigo, and violet sections of the rainbow.
- alternatively, make a rainbow using a glass or fishbowl filled with water. Hold the fishbowl next to a sunny window and see if you can project a rainbow onto a wall as the sunlight passes through the water in the fishbowl.

The children can:

- see how rain is formed:
  - — Tie a plastic bag around a tree branch that is in leaf. Leave it for a few hours. The bag will be full of water droplets from the leaves.
- brainstorm different words for rain: mist, drizzle, shower, downpour, sprinkle.
- make rain pictures. Use water paint on construction paper. Place the paper outdoors during a gentle rain. Watch the raindrops change the picture.
- make a rainbow indoors (see instructions above).

CURRICULUM AREAS: MUSIC/MOVEMENT

Materials:
crepe paper streamers

Experience:
The teacher can:

- Teach the children a Rainbow Dance: Cut streamers from red, orange, yellow, green, blue, and purple crepe paper. Each child selects a color, then moves his/her streamers in time to a variety of music (slow, fast, classical, jazz). Groups of kids, each with a different color streamer, line up in spectral order; then skip, jump, or run together to form a moving rainbow.

CURRICULUM AREA: SCIENCE

Experience:

The children can:

- Make terrariums to observe the water cycle.

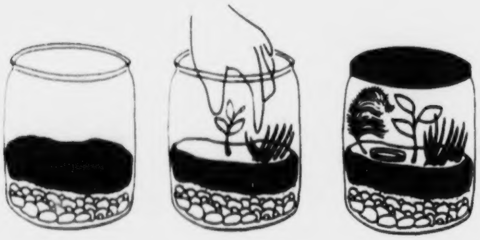
  Materials: a commercial-size mayonnaise jar with a screw-on cap, small stones, sand, soil from outside or bought at a plant store, small plants such as mosses, ivy, baby ferns, or other plants found in the woods, a shell or large bottle cap, water

  Layer in the bottom of the jar:

stones	(one-quarter inch deep)
sand	(enough to cover stones)
soil	(about four inches deep)

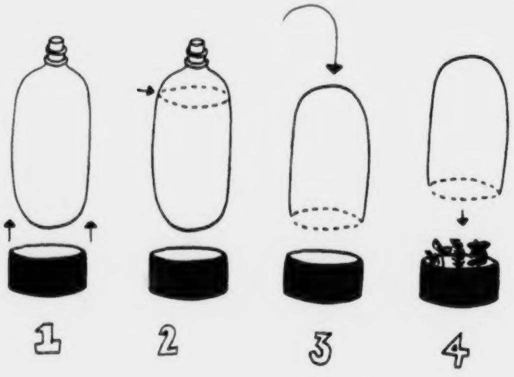
  Create a nice arrangement for the plants and bury the roots in the soil.

  Fill the shell or cap with water to create a lake in the terrarium. Tightly screw the lid on the terrarium.



Find a shady place to keep the terrarium. See that the water condenses on the lid, falls back down into the soil and lake, evaporates into the air, and then starts all over again.

Alternatively, use two-liter plastic bottles.



CURRICULUM AREA: COMMUNICATION ARTS

Experience:

The children can:

- learn some rain poems.

Misty Mystery[*]

It seems to me
that a misty rain is
Dreamy
And quiet,
Mysteriously gray,
Gentle
And bluish—
It's twilight and day.
Touching
me lightly,
I stand in one place,
Smiling
And feeling
The mist on my face.

— *Billie M. Phillips*

The Rain[**]

Rain on the green grass
And rain on the tree,
And rain on the housetop
But not upon me!

Why, April?

Rain on the bushes
Drip, drip, drip,
Rain on the flowers—
Sip, sip, sip,
Rain in the brook,
For a long, long trip;
Rain on umbrellas—
Splish, splish, splish,
Rain on the rooftops—
Swish, swish, swish,
Rain on the sparrows
And on my windowpane,
Oh, April, why are you so fond
Of rain, rain, rain?

— *Leland B. Jacobs*

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[*] Reprinted with permission of the publisher, Early Years, Inc. Norwalk, CT 06854. From the April 1990 issue of *Teaching K-8.*

[**] *Read Aloud Rhymes for the Very Young,* by Jack Prelutsky, ed.(New York: Alfred A. Knopf, Inc., 1986) pp. 12-13, 62. Permission pending.

Pitter-Patter Plans

Rain
Falls down
From clouds on high.
Rain
Falls down
From a darkened sky.
Rain grows grass and
Rain grows flowers.
Rain
Falls down in April
Showers

The Stormy Day

Put your two arms
Overhead
And make a puffy cloud.
Stamp your two feet
On the floor
To make the thunder loud.
Fill the air with
Jagged lines
To make the lightning flash.
Stamp your two feet
Louder now
To make the thunder crash.
Puff your two cheeks;
Blow and blow
To make a sudden squall.
Move your two hands
Through the air
And make the raindrops fall.
Arms overhead; stamp your feet;
Make jagged lines; stamp again;
Puff and blow; raindrops fall;
Then everyone say,
"It's a stormy day!"

— *Carol Quinn*

In April*

Umbrellas think
That April's fine.
See them strutting
In a line.
See them rambling
All around,
Enjoying
Every raindrop sound.
Umbrellas
On this rainy day
Hope that April
Stays this way.

Spring Wind and Rain*

The wind and the rain
are singing a song
as both are busily
working along,
the rain with a mop
and the wind with a broom
clearing away
winter's rubbish and gloom.
They sing as they work
and they work as they sing
getting things ready
to welcome the spring.

— *Leland B. Jacobs*

Rainy Day**

I do not like a rainy day.
The road is wet, the sky is gray.
They dress me up, from head to toes,
In lots and lots of rubber clothes.
I wish the sun would come and stay.
I do not like a rainy day.

— *William Wise*

Sun After Rain**

Rain, rain,
went away.
Sun came out
with pipe of clay,
blew a bubble
whole-world-wide,
stuck a rainbow
on one side.

— *Norma Faber*

Showers**

Squelch and squirt and squiggle,
Drizzle and drip and drain—
Such a lot of water
Comes down with the rain!

— *Marchette Chute*

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CURRICULUM AREAS: HEALTH/SCIENCE

Materials:
chart paper, markers

Experience:
The teacher can:

- take the children outside on a windy day and ask them to use their senses to learn about the wind. Can they see the wind, or only its effects? Ask children to look for objects that show the wind is blowing:

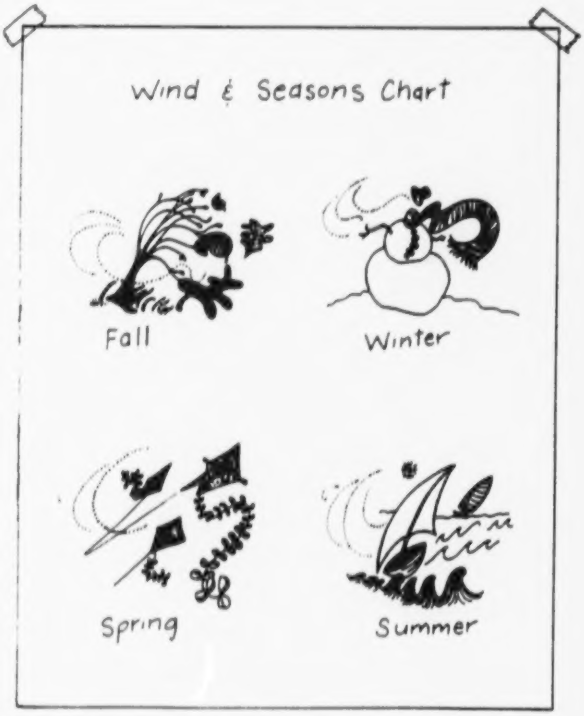
  awnings
  chimney or factory smoke
  flags
  garden pinwheels
  laundry on clotheslines
  papers in the street
  weather vanes

- explore *touch* with the children.
  - — If they wet their fingers, can they feel the wind?
  - — Can they feel it in their hair, on their backs, on their faces?
  - — Can you *taste* the wind? Ask children to stick out their tongues to find out.
  - — Can you *hear* the wind? What sounds does it make?
  - — What sounds can the wind carry? (fire sirens, traffic noises, church bells)
  - — Can you *smell* the wind or only the smells it carries? Ask children to identify odors carried by the wind and try to find their origin.
- list all observations on a large chart (back in the classroom) organizing the information by sense.
- assist the children in composing a class book, "Our Sensory Wind Walk."
- discuss the following concepts:
  - — the directions of the wind.
  - — the force of the wind.
  - — the way the wind feels.
  - — the way we "see" the wind.
  - — how odors carried by the wind influence people and animals.
- brainstorm machines or objects that use the wind for power: windmills, sailboats, parachutes, airplanes.
- list objects blown by the wind in different seasons.

Fall	Winter	Spring	Summer
leaves	snow	Kites	sailboats
seeds	scarves	hats	grass
		umbrellas	leaves

The children can:

- make Wind and Seasons charts.



CURRICULUM AREAS: SCIENCE/ART

Materials:

six-inch square of paper, pencil with an eraser, straight pin, glue, plastic bag, string, strips of fabric, aluminum pie pans, assorted small objects (keys, nuts, bolts, clips)

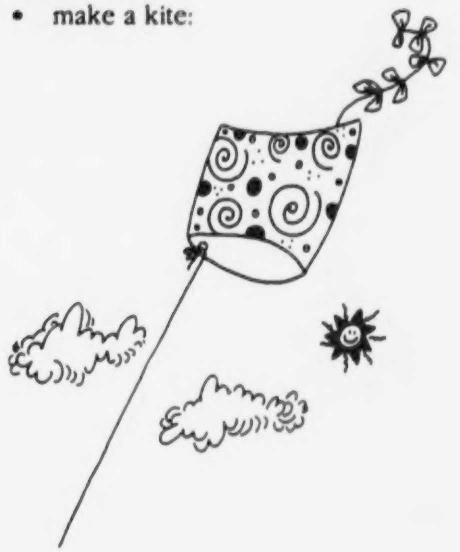
Experience:

The teacher can:

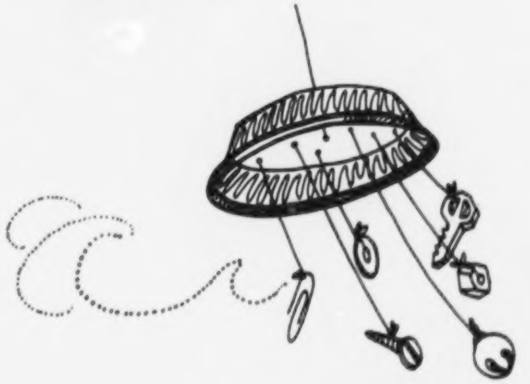
- make a pinwheel to see how the sails catch the wind and make the wheel turn. Use a square of stiff paper (six-inch is a good size), a pencil with an eraser, and a straight pin. Fold the paper diagonally both ways and cut along the crease lines to within one inch of the center point. Take each corner in turn and bring it to the center point (let it overlap slightly). Push the pin through all four layers. To reduce the friction between the spinning sails and the pencil eraser, make a "bead" by rolling a strip of paper into a tube. Glue its end so that it won't unroll. Place the "bead" on the pin and stick the pin into the side of the eraser. The pinwheel should turn freely. Experiment holding the pinwheel at different angles to the oncoming breeze. Which works best?

The children can:

- make a kite: Use a plastic bag. Punch a hole on one side of the bag opening. Attach a long string. Tie six-inch strips of lightweight fabric to a 15 inch long string for a streamer. Decorate with markers. Feel the kite catch the wind.



- make wind chimes to hang outside: Poke holes in an aluminum pie pan. Knot strings and suspend them through the holes. Tie keys, nuts, bolts, clips, washers bells, and nails to the strings. Attach a heavier object to a string in the center of the pan to hang the wind chime outdoors.



After the children have made the wind objects, the teacher may help them summarize their experiences.

- — What did we learn from the pinwheels?
- — What did we observe when we flew our kites?
- — What effect did the wind have on the wind chimes?
- — How did you know the wind was there?
- — Can you think of other ways to help you find the wind?
- — What is wind?

CURRICULUM AREA: COMMUNICATION ARTS

Experience:

The children can:

- learn some songs, poems, and fingerplays about the wind:

Wind Is Blowing*

(To the tune of "Frere Jacque")

Wind is blowing. Wind is blowing.
All around, all around.
(Let the children pretend to be twirling leaves)
See the leaves go twirling
See the dust it's swirling.
Blow, wind, blow—blow, wind, blow.

Wind is blowing. Wind is blowing.
All around, all around.
(Have children pretend to run and fly kites)
See the kites go flying
Run and keep on trying.
Blow, wind, blow—blow, wind, blow.

(Add additional seasonal verses:)

See the snow flakes twirling
Into drifts they're swirling.

See the boats go sailing
With their sails aflailing.

Oh How the Wind Does Blow*

(To the tune of "Over the River and Through the Woods")

Over the ground and through the trees
Oh, how the wind does blow.
It moves the leaves or clouds or snow
Everywhere it goes.

Over the ground and through the trees,
The wind keeps blowing so.
It bends the branches to and fro
And hums so very low—oh.

Over the ground and through the trees
Oh how the wind does blow.
It blows my hair and scarf around
And every other thing it's found!

The Kite**

How bright on the blue
Is a kite when it's new!

With a dive and a dip
It snaps its tail

Then soars like a ship
With only a sail

As over tides
Of wind it rides,

Climbs to the crest
Of a gust and pulls.

Then seems to rest
As wind falls.

When string goes slack
You wind it back

And run until
A new breeze blows

And its wings fill
And up it goes!

How bright on the blue
Is a kite when it's new!

But a raggeder thing
You never will see

When it flaps on a string
In the top of a tree.

—*Harry Behn*

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* *Open the Door, Let's Explore* by Rhoda Redleaf. (St. Paul, MN: Redleaf Press, 1981). Reprinted with permission.

** *Early Childhood Seasonal and Holiday Activities* by Fay Wasserman and Sheila Medow. (Compton, CA: Educational Insights, 1984.) Permission pending.

The Wind*

The wind is blowing very hard,
It's blowing things into my yard.
Papers, twigs, and all those leaves
And many, many types of seeds.

It blows the clouds along the sky
And flaps the clothes on the lines nearby.
It makes the smoke from chimneys curl
And all the flags it does unfurl.

Wind Chill*

As we went walking one winter day
Into the wind so strong
We turned around before too long
And walked another way!
(Start walking in one direction; then have children walk backwards.)

Windy Day Walk*

We went for a walk one windy day
And found before too long
That if we turned the other way
The wind helped us along!
(Start walking in one direction. Then turn around and walk in other direction.)

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Summer Activities

CURRICULUM AREA: SCIENCE

Experience:

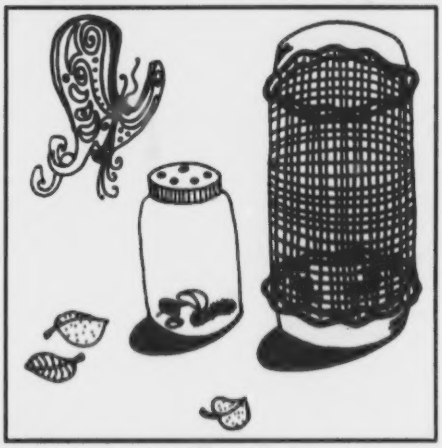
The teacher can:

- read to the children: *Flutterby* by Stephen Cosgrove, *Hope for the Flowers* by Trina Paulus, *I Wish I Were a Butterfly* by James Howe, *or The Very Hungry Caterpillar* by Eric Carle.
- ask the children what other insects they know.
- construct an insect cage:

  Use a large glass jar (punch lots of holes in the lid), or use two round cake pans, screening, and modeling clay.

  Cut the screen a foot wide and a couple of inches longer than the circumference of the pans. Make a tube from the screen and press some modeling clay around the edges of the two pans.

  Place one pan on each end of the screen. Bend the edges. The clay will hold the screen and make the cage escape-proof.



  Put some caterpillars in the cage. Observe the changes (metamorphosis).

  Place some upright sticks in the cage for the chrysalis (a butterfly makes a chrysalis, a moth makes a cocoon).

  Feed fresh, wet leaves to the caterpillars daily.

  Keep a moistened paper towel in the cage for proper humidity.

  Keep a log of the metamorphosis. When the butterflies appear, set them free!

CURRICULUM AREA: ART

Materials:

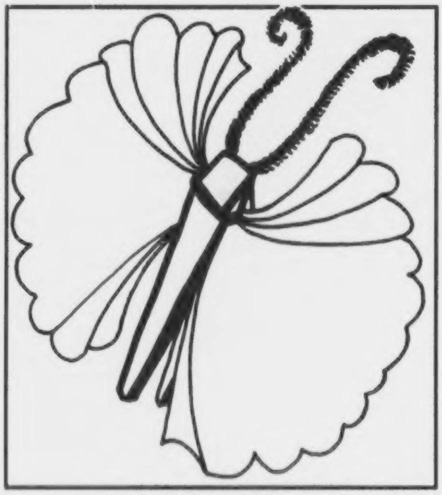
wooden clothespins, coffee filters, pipe-cleaners, paint or food dye, paint brushes

Experience:

The children can:

- make butterflies as decorations:

  Use wooden clothespins, coffee filters, and pipe cleaners. Paint the clothespin to make the center of the butterfly. Paint or use food dye to decorate the filter for the wings. Scrunch the filter between the ends of the clothespin to make a butterfly. Attach a pipe cleaner at the tip to make antennae.

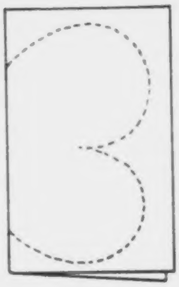


CURRICULUM AREAS: MATH/ART

Materials:
drawing paper, paint, and scissors

The children can:

Make symmetrical butterflies.
Fold the paper in half widthwise. Prepare a butterfly pattern. Trace on the folded side and cut out.



Children work in pairs. One child paints on one half of the butterfly. The other child copies the pattern directly onto the other half to create a symmetrical pattern. After one child's butterfly is complete the second child gets a chance to design the pattern.

Learn caterpillar poems:

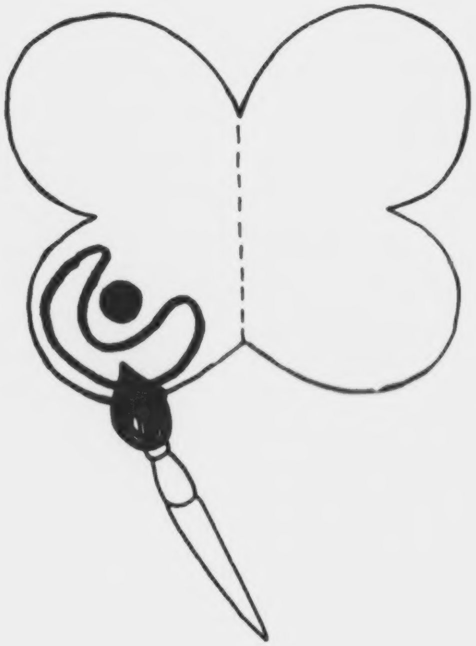
Only My Opinion*

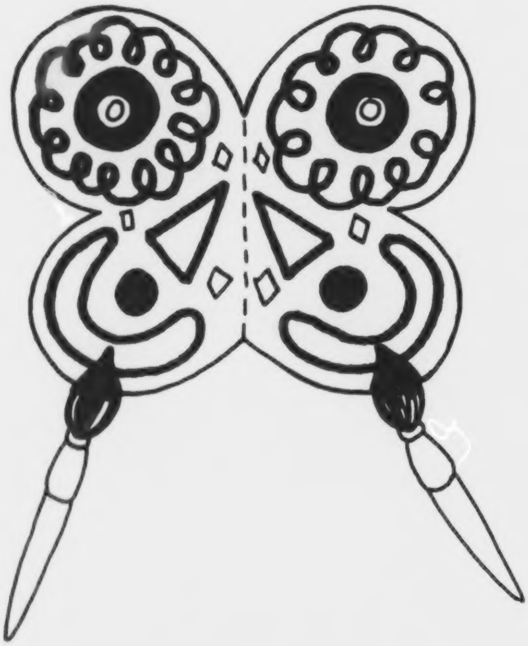
Is a caterpillar ticklish?
Well, it's always my belief
That he giggles, as he wiggles
Across a hairy leaf.
— *Monica Shannon*

Fuzzy Wuzzy, Creepy Crawly*

Fuzzy wuzzy, creepy crawly
Caterpillar funny,
You will be a butterfly
When the days are sunny.

Winging, flinging, dancing, springing
Butterfly so yellow,
You were once a caterpillar,
Wiggly, wiggly fellow.
— *Lillian Schulz*





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* *Read Aloud Rhymes for the Very Young* by Jack Prelutsky. (New York: Knopf, 1986). Permission pending.

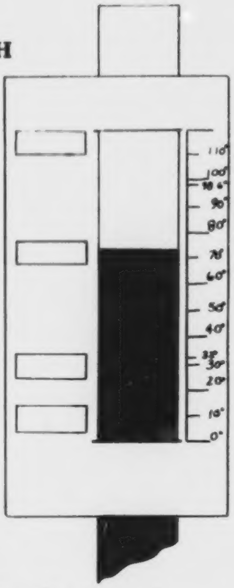
CURRICULUM AREA: MATH

Materials:

12" x 16" oaktag, scissors, markers, glue, red and white construction paper

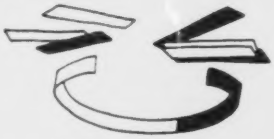
The children can:

Make thermometers to graph the variations in temperature.



(this activity is most effective during months where there are significant changes in temperature)

- Cut out a thermometer on the outermost solid black lines and glue it onto the center of a 12" x 6" piece of oaktag.
- Fold the thermometers in half on the long dotted line. Cut slits at the top and bottom of the thermometers where the short dotted lines are.
- Glue a red strip of construction paper (1' x 9") onto a white strip of construction paper (1" x 12") as shown.

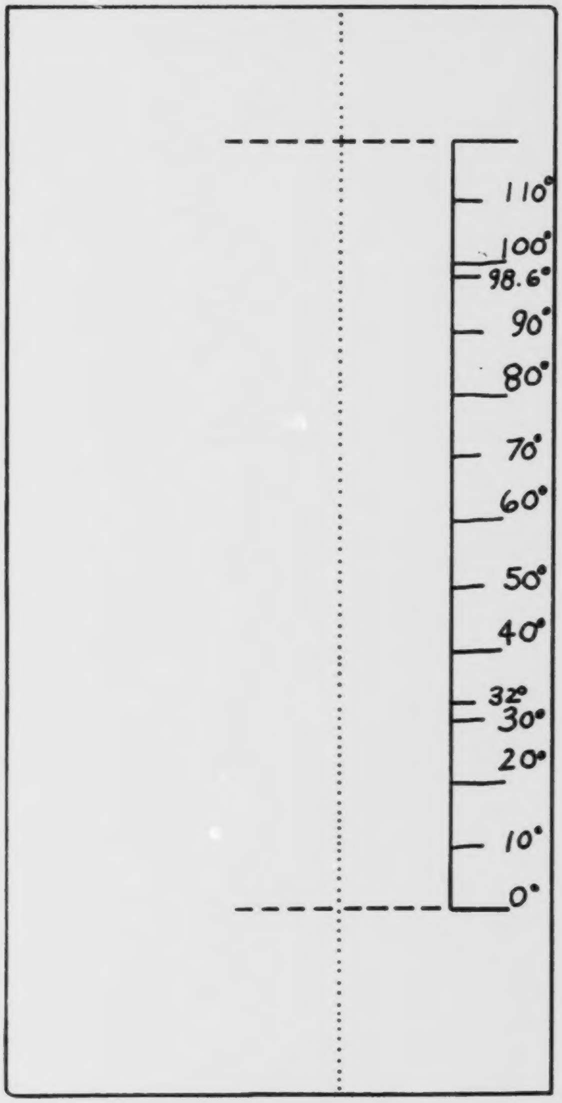


- Thread the white end of the strip through the slit at the bottom of the thermometer and then through the top slit.
- Use the thermometer each day as they record the daily temperature on a weekly "weather wrap-up."

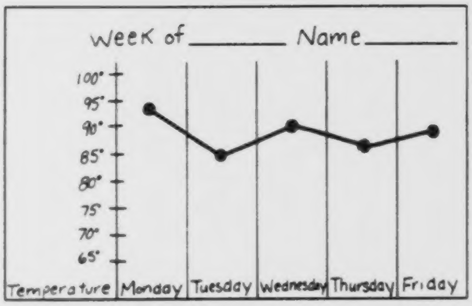
Weather Wrap-Up

Week of ________

Monday	Tuesday	Wednesday	Thursday	Friday
94°	85°	90°	86°	88°



Plot the weekly temperature on a line graph:



Culminating Project

LEARNING EXPERIENCE I: SEASONS & WEATHER

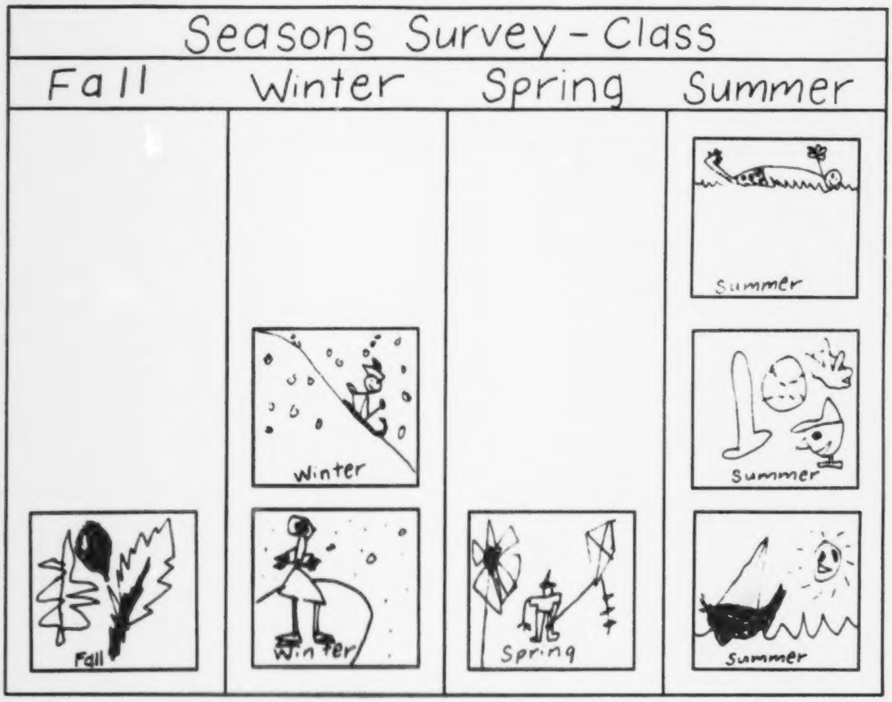
Materials:
drawing paper, glue, crayons or markers

Experience:
The teacher can:

- prepare a seasons survey chart.
- discuss the four seasons and talk about some of the children's favorite activities of each season.
- distribute 6" x 6" squares to the children. Have children draw pictures of their favorite seasons.

  As the children draw, help them label their pictures with the name of the season.
- prepare a class graph of the seasons. Have children place their drawings on the graph, matching the word on the picture to the appropriate word on the graph. Study the completed graph to determine which is the favorite season of the class.
- show the reproducible season survey that the children will be taking home. Discuss what a survey is. Tell the children they will be asking members of their families to choose their favorite seasons.
- distribute copies of the survey and ask that they be returned the next day.
- have the children cut apart the four columns on their survey sheets. Use only the columns with names. Take turns gluing the columns on the family graph under the appropriate seasons.
- guide a class discussion when the graph is completed, to determine which is the favorite season of the families.
- compare and discuss the results of the class and family graphs. Write a summary of the results to be displayed with the graphs.

The children can discuss and share the activities in which their families participate during their favorite seasons.



Name________________________________

My Seasons Survey

Ask the members of your family to write their names under the season they like best.

Please return your survey to school tomorrow.

What is your favorite season?

Fall	Winter	Spring	Summer

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LEARNING EXPERIENCE I: SEASONS & WEATHER

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THEME E: LEARNING EXPERIENCE II

RESPECTING THE EARTH'S RESOURCES

Concepts:

- The earth we live on is composed of water, land, and air.
- Objects have distinctive properties.
- The earth's resources must be conserved.
- Living things depend on their physical surroundings.

Preliminary Activity:

The teacher can:

- set up a science center or discovery corner to display natural objects from the physical world for children to explore. Such objects can include soil, sand, rocks, pebbles, shells, twigs, acorns, small plants, starfish, seeds, and an aquarium. Children may be invited to feel, smell, look at, listen to, and experiment with the objects on display. They should be encouraged to bring their own contributions to share with others.

  Themes can evolve from these materials, such as:

  — Changes in nature
  — How Does it Feel?
  — Growing Things
  — The Seashore
  — Investigating Properties
  — Cycle and Recycle
  — Pollution Solution

- read *The Lorax* by Dr. Seuss and discuss with the children:

  — What did the Once-ler do?
  — Why do you think he had that name?
  — What problems did he cause?
  — What did he harm?
  — What do you think the Once-ler should have done?
  — How do you think the Lorax felt?
  — How do you feel about what happened?
  — What should the child do with the Truffula seed?

- ask children to retell the story creating a chain of events line:

The Once-ler cut down a tree.
↓
He made and sold the Thneed.
↓
He built a factory.
↓
He cut down more trees.
↓
The brown Bar-ba-loots had to leave.
↓
The Swomee-Swans couldn't breathe.
↓
The water was too gummy for the Humming-Fish.
↓
There were no trees left.
↓
The Lorax went away.
↓
The child got a Truffula seed.

Additional questions may be asked to summarize and synthesize the concept that the earth is composed of land, air, and water which need to be respected and preserved.

— Why did the Bar-ba-loots have to leave?
— Why couldn't the Swomee-Swans breathe?
— What happened to the water of the Humming-Fish?
— Have you seen or heard of anything like this happening close to you?

CURRICULUM AREAS:
SOCIAL STUDIES/SCIENCE

Materials:

plastic containers, trip boards, water, jar, heavy cloth, hammer

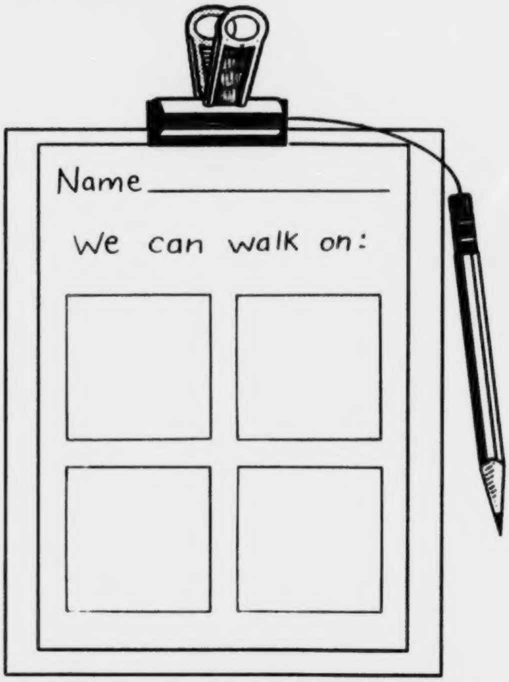
Vocabulary:

cobblestones
concrete
grass
gravel
heaviest
lightest
layers
sand
soil

Experience:

The teacher and children can:

- take a walk in the neighborhood of the school to examine the surfaces on which people walk. A trip board may be used for children to draw pictures of the various surfaces.



- carry plastic containers or bags to collect samples of soil, sand, gravel, rocks, and broken pieces of concrete.
  In the classroom, have the children sort and compare their collections. A discussion can include:
  - What did we find?
  - What surfaces did we walk on?
  - What is sand?
  - Where else might you find sand? (desert, beaches)
  - What is soil?
  - What other places contain soil? (farmlands, forests, riverbanks)
  - What is concrete?
  - Where else might you find concrete? (buildings, statues)
  - How are soil and sand alike? different?

(The teacher may wish to have available pictures of places where sand, soil, and stone can be found: mountains, deserts, beaches, farmlands, forests, riverbanks.)

Follow-up:

The children can:

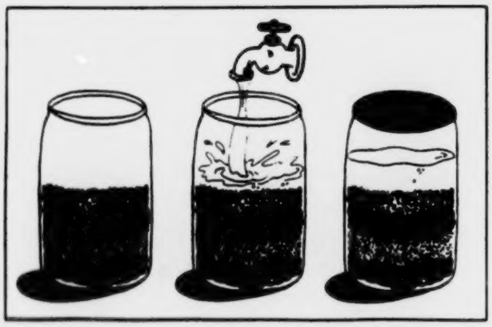
- place small rocks, gravel, or pieces of concrete in separate heavy cloth wrappers. Use a hammer to strike the objects repeatedly. Open the bags and see whether soil was formed. Place soil samples on white paper. Find out if any particles are attracted to the magnet.
- discuss the properties of soil, sand, and concrete. The properties may be listed on a chart.

PROPERTIES OF SOIL, SAND, AND STONE

grainy
hard
heavy
light
magnetic
rough
sharp
smooth
soft

- use the newly-made soil and the soil collected on the walk to make an Earth Bottle.

  Put various kinds of soil in a jar until it is half full. Fill it with water. Put a lid on the jar. Shake it. Let the soil settle. Since soil is layered, the heaviest will settle at the bottom and the lightest will stay on top.



The children may record this experience on a science project sheet.

MY SCIENCE PROJECT

Name ______________________________

Date ______________________________

1. I want to know:

2. I will use:

3. The procedure is:

4. What I observed:

5. What I found out:

6. More to do:

CURRICULUM AREAS: SCIENCE/ART

Materials:

white 3" x 5" cards or heavy cardboard, shortening or Vaseline, masking tape, string

Vocabulary:

air
dirty
exhaust
pollution
smog
smoke
sprays

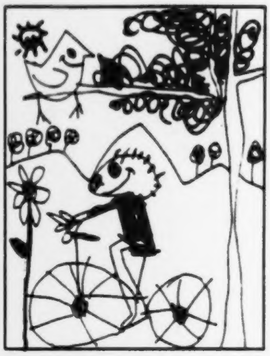
Experience:

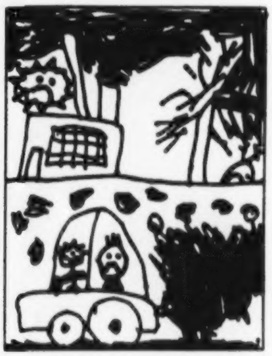
The children can:

- find out what causes air pollution: Spread shortening or Vaseline on cardboard or cards. Tape or hang cards or cardboard in different places indoors and outdoors. Observe them daily for three or four days. Notice the things collected on the cards or cardboard.
- talk about different things that pollute the air, such as car and bus exhaust, smoke, and sprays.
- talk about where the pollutants originate: factories, cars, buses, chimneys, incinerators, cigarettes, burning of leaves.

Follow-up:

Each child can draw a scene on two sheets of drawing paper, showing one as polluted and the other with a clean landscape. These pictures may be mounted on a bulletin board display or bound into a class book.





CURRICULUM AREAS: SCIENCE/COMMUNICATION ARTS/ART

Materials:

two glass jars or small fish tanks, polluting materials such as paper, metal, bottle caps (no foodstuffs), plastic fish cut-outs, washers or other weights, string, water, celery stalks, food coloring, construction paper, tissue paper, hole puncher, yarn, tape

Vocabulary:

garbage
litter
pollution

Experience:

The teacher can:

- prepare two plastic fish out of left-over plastic containers. Punch holes in the bottom of each and attach the weights.
- read *Fish Is Fish* by Leo Lionni.
- ask the children:
  - What did the fish do?
  - What was the water like?
  - Did the fish have room to swim?
  - How are they different from the Humming-Fish in *The Lorax?*

The children can:

- find out how water becomes polluted: Put clean water in the two jars. Put a fish in each jar. Take litter from the wastebasket (no food products), break it into small pieces and put in one of the jars. Predict what will happen to each jar. Let the water sit for two to three days.
  - Observe the water each day.
  - Dictate the observations to the teacher for an experience chart.
  - Compare how the water looks and smells in both jars.
  - Conclude that garbage pollutes water.
  - Discuss what effect the pollution would have had on the fish if they were real.
  - Decide which jar they would want to live in if they were real fish.

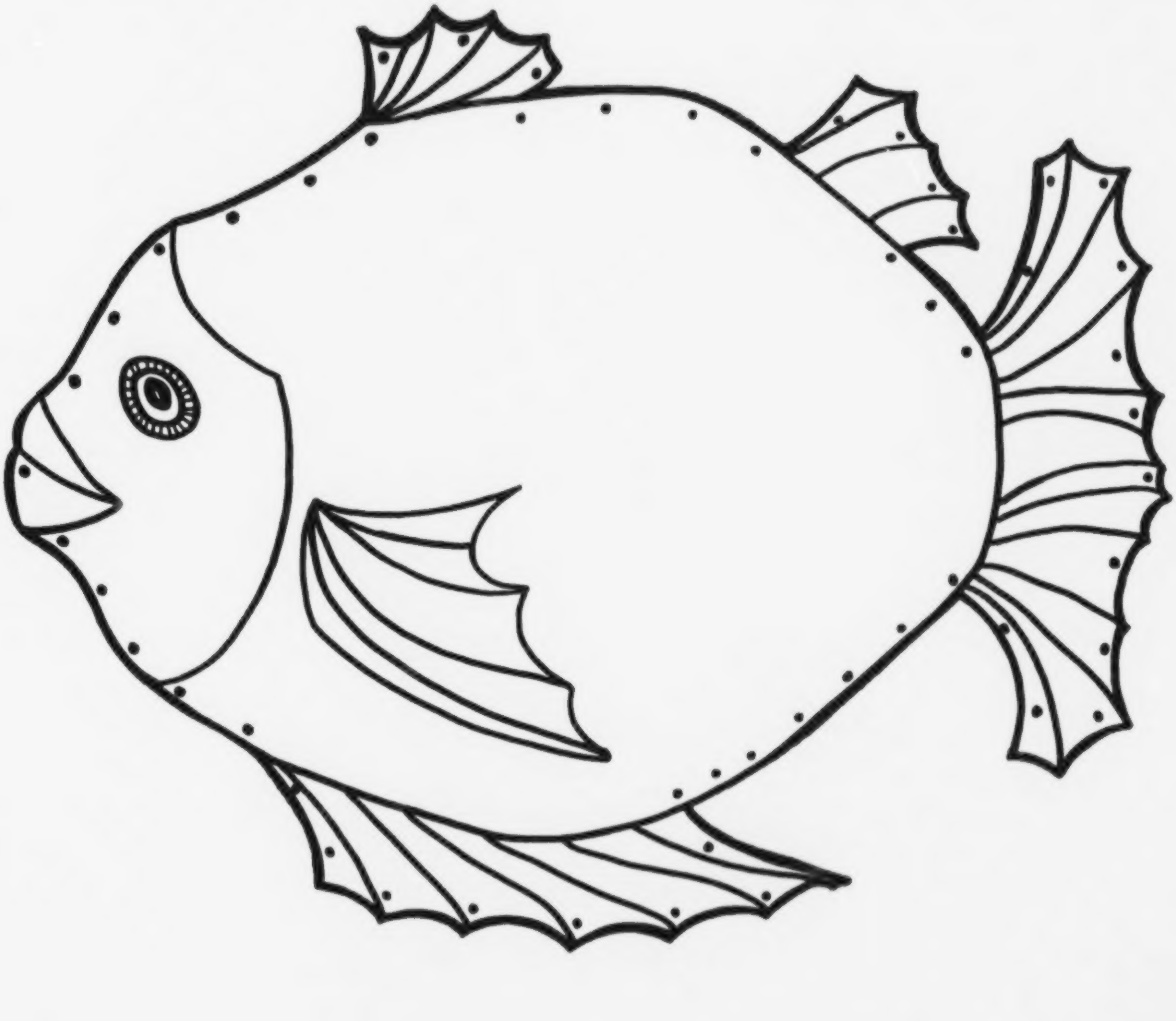
Follow-up:

Individually or in small groups, the children can:

- distribute small pieces of celery and cups with water. Add food coloring to the water. Put the celery in the colored water. Observe the changes in the celery. Discuss what the effects of polluted water, rather than colored water might have been on the celery or other plants.

- make puppets to take home as a reminder of the importance of protecting our water resources.

Paste the fish pattern onto construction paper that has been folded in half. Cut the paper on the fold, following the fish outline. Decorate the fish. Punch holes around the fish as indicated by the black dots. Sew the fish with yarn leaving an opening of about 2 1/2 inches. A piece of tape attached to the end of the yarn acts as a needle. Stuff the fish with two pieces of tissue paper. Finish sewing the fish.



CURRICULUM AREAS: SCIENCE/SOCIAL STUDIES

Materials:

paper bags, tissue boxes, small cartons or similar containers, paint materials and/or crayons, string or yarn

Vocabulary:

environment   litter

Experience:

The teacher can:

- teach the "Litter Song."

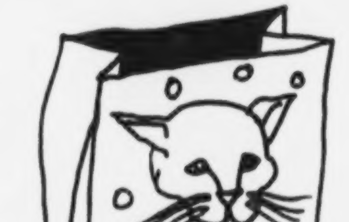
The Litter Song[*]

(To the tune of "Are You Sleeping?")

I saw a piece of paper, littering the
    sidewalk.
Picked it up, picked it up.
Put it in my pocket, threw it in the garbage
All cleaned up, all cleaned up.

— *Ruth Pelham*

- ask the children:
  - — What is litter? (Anything out of its proper place.)
  - — Should candy wrappers be in the street? Where do they belong?
  - — Should soda cans be out in the yard?
  - — Should your sweater be on the floor?
  - — Should your toothbrush be in the sink?
  - — Should your hat be in the guinea pig cage?
  - — Should your toothpaste be in the car?
- help the children to decorate bags, boxes, and cartons to make litter containers.



Follow-up:

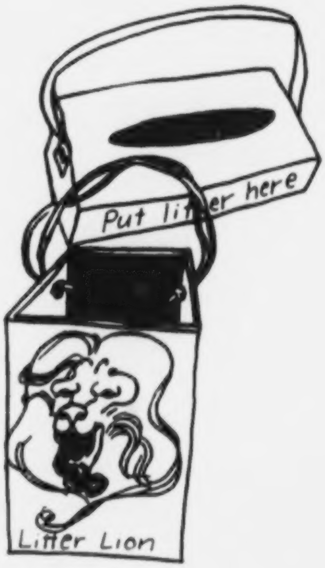
Take a short walk around the school grounds and help the children identify litter. Warn them against picking up dangerous items such as glass, matches, or crack vials. They should not go into the roadway to pick up litter.

- play a litter game outside.
  Children sit in a circle. As they sing the "Litter Song," they take turns running to collect litter in their containers. They must sit back in their places before the song is over. Children may show the litter they collected.

  The game may also be played in the classroom. As children bring back their litter, let the group decide where each object should go: back on the toy shelf, on the table, in the garbage.

The teacher can:

- ask children to tell how they help clean up after litterbugs at home.
- suggest reminders that are useful to children:
  - — Use trash cans. Tell others to do the same.
  - — Pick up clothes and toys at home.
  - — Keep a litter bag in the car.



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[*] *Under One Sky* by Ruth Pelham. (Albany, NY: Music Mobile Workshops/Seminars/Resources). Permission pending

CURRICULUM AREAS: SOCIAL STUDIES/MATH

Materials:
assorted recycling matter

Vocabulary:
bottles
cans
jars
recycle
recycling bin
throw away
trash

Experience:
The teacher can:
- read *Don't Throw It Away*, by Jo Anne Nelson, or *Dear Garbage Man*, by Gene Zion.
- fill up the class wastebasket.
- observe the amount of trash the custodial helper collects from the many classrooms at the end of the day.
- ask the custodial helper where the garbage goes after it is collected. If possible, observe the final collection point at the school.
- discuss the problem of trash build-up with the children.
  - — What is trash?
  - — What can happen if we have too much trash?
  - — How can we recycle trash so that it becomes something new?
  - — What can we recycle in the classroom?
  - — What do you recycle at home?

Follow-up:
Set up a Recycling Center in the classroom. List items children can contribute for class projects. Use trays or small cartons for storage. Children can label, sort, and design special activities to use the items that they have saved. Suggested items are: buttons, fabric scraps, wood pieces, bottle caps, yarn, plastic containers with lids, and empty cans.

The children can:
- create recycling machines.
- take a few pieces of litter (scrap materials, bottle caps,) and paste them onto large sheets of construction paper.
- draw machines that will recycle the litter into another form. At the end of the machine draw or paste the new product.
- talk about the machines at a "Young Inventors Club" meeting.

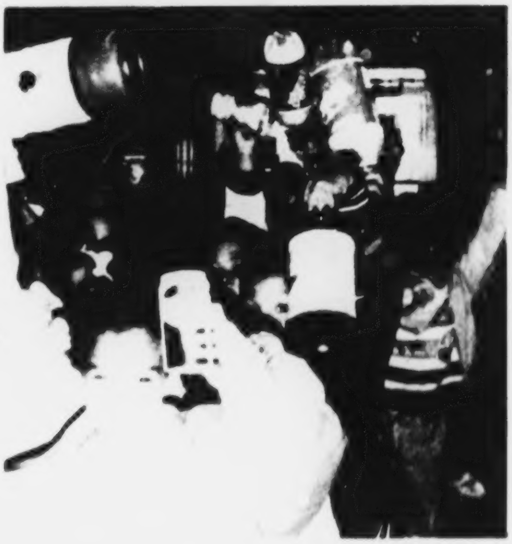
CURRICULUM AREA: MATH

Materials:
refundable plastic bottles and aluminum cans

Vocabulary:
deposit
exchange
nickel
purchase
refund
store

Experience:
The teacher can:
- request children to bring soda bottles and cans to school to be returned to the local store. (It is advisable to arrange for this visit with the store manager in advance.)
- discuss what happens to plastic or glass bottles and aluminum cans when they are recycled.
- take the children to the store to return cans and bottles.

The children can:
- line up the nickels.
- count them by fives to find out the total amount refunded.
- decide how to spend the money.
- list all suggestions and vote for a purchase. Suggestions may include: a tree to plant on the school grounds, a plant for the classroom, refreshments for a party, or funds for a special trip.
- make a shopping list with prices of each item.



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CURRICULUM AREA: SCIENCE/HEALTH

Materials:

three two-liter plastic beverage bottles; bottle basics tools: marking pen, knife or razor blade, scissors, hot water, sharp needle for poking holes, clear tape, plastic electrical tape; netting or mesh fabric; rubber band; organic material for composting, such as: vegetable peelings, soil, twigs, shredded newspaper, grass clippings, and egg shells. (Avoid other materials of animal origin.)

Vocabulary:

compost
composting
decomposition
organic
recycle

Teacher Information:

Composting is based on the biological process of decomposition. When people make composting piles and bins of organic material, they encourage the natural process of rotting. The result—compost, a dark, earthy smelling, crumbly material—is the best natural fertilizer in the world. Composting returns organic wastes to the earth, recycling them for use by other forms of life.

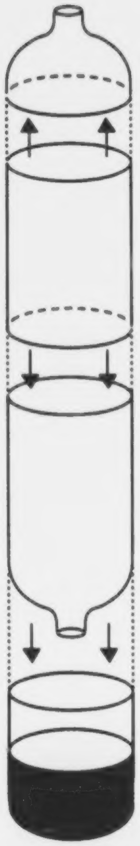
The basic column design requires making a hollow cylinder that will hold the materials to be composted. It can be made from one or more empty soda bottles. An additional bottle is needed to hold the column upright, and to catch drippings. These instructions show how to make a two-bottle column.

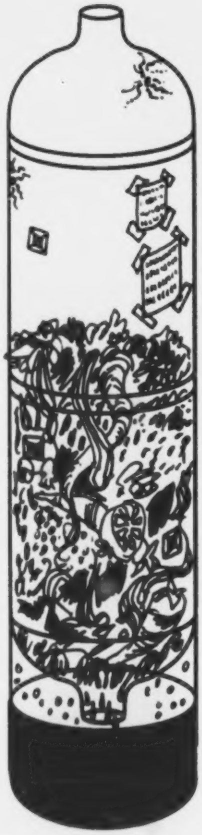
Experience:

The teacher can:

- make Composting Columns.
- remove the bottle bases from two bottles, and the labels from all three.
- cut them as illustrated, and assemble.

  Most columns will require air holes for ventilation, and these can be poked into the plastic with a sharp cold needle or with a needle heated in a candle flame. Alternatively, a large hole can be cut into the sides with a knife and covered with a fine fabric mesh, held in place with tape.





The children can:

- list the materials to be used for composting on a chart.
- place the materials in the container.
- add a little water to dampen the matter in the container.
- cover the container.
- recycle the drippings back into the top of the container.
- watch the matter decompose.
- keep a weekly log of changes in the compost column.

Follow-up:

At the end of the school year, spread out a plastic sheet and dump the remains.

The children can:

- use tongue depressors to root through the pile to see what is left that is recognizable.
- compare the process of decomposition in the compost column to that of nature.

CURRICULUM AREA: SCIENCE

Materials:

four identically sized slices of apple per group, clear plastic wrap, transparent tape, two-quart jars, soil, a big spoon

Vocabulary:

decompose
garbage
landfill
seal
rot

Experience:

In small groups, the children can:

- observe the difference between garbage that can and cannot be decomposed.
- place two slices of apple on a piece of clear plastic wrap and fold the edges over to seal tightly. Wrap this package with transparent tape to make sure the edges remain sealed.
- fill the jars with soil. Label them "1" and "2." Use the spoon to dig a hole in the soil in Jar 1. Bury the wrapped apple slices. Dig a hole in Jar 2 and bury two unwrapped apple slices together.
- add just enough water to both jars to moisten the soil.
- use the Experiment Journal.
- record the appearance of the apples when they are first placed in the jars.
- predict which apples will show signs of decomposition first.
- observe the apple slices through the jars and by scooping them up to notice changes.

  Be careful never to unwrap the packages and always bury the slices in the soil after checking them.
- add water to moisten the soil each day.
- loosen the soil gently with the spoon.
- record changes in the Experiment Journal at the end of Week One and again at the end of Week Two.

The teacher can:

- allow time for groups to share their experiments.
  - — Did the predictions come true?
  - — If not, what happened?
  - — Were there any surprises?

(Students should discover that by the end of this exploratory period, the unwrapped apple slices in Jar 2 have darkened, softened, and may even have broken up into small, mushy pieces. The wrapped apple slices in Jar 1 will probably have darkened but are likely to be otherwise unchanged.

Follow-up:

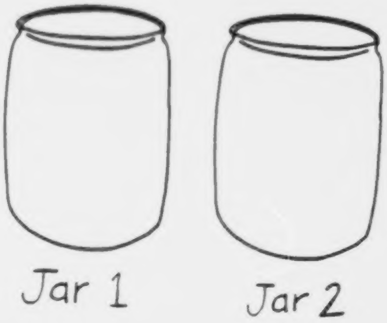
Teacher and children can:

- talk about the microorganisms in soil that help break down garbage into nutrients plants can use to grow. Discuss how these organisms play a useful part in the cycle of living things and how enclosing garbage in plastic slows this breakdown.
- take a class survey. How many families throw their garbage away in plastic bags? Discuss reasons for widespread use of plastic garbage bags. Discuss pros and cons of alternatives, such as paper bags, no bags, recycling pails, and composting.
- develop a class strategy for handling trash. Based on students' experimentation, what would they recommend?

EXPERIMENT JOURNAL

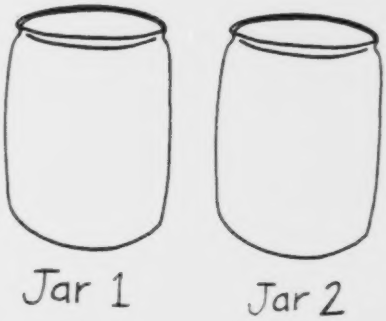
Name ________ Date ________

We put the apple slices in the jar.



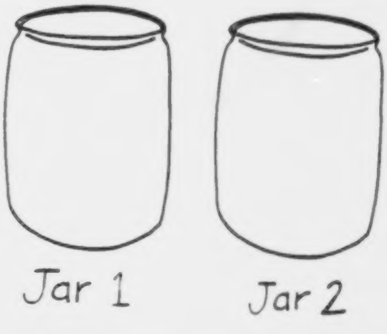
Name ________ Date ________

We predict these changes will happen.



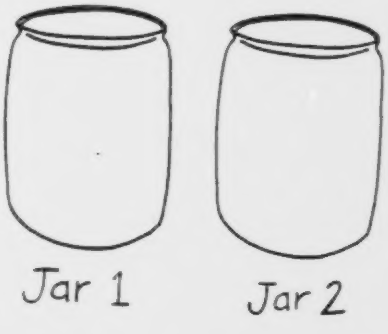
Name ________ Date ________

After 1 week we observed these changes.



Name ________ Date ________

After 2 weeks we observed these changes.



CURRICULUM AREA: COMMUNICATION ARTS

Materials:

chart paper, drawing paper, markers or crayons

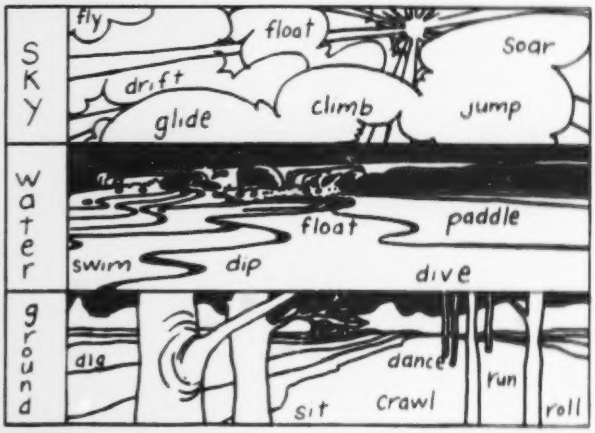
Vocabulary:

air land water

Experience:

The teacher can:

- discuss all the wonderful things people can do in the air and water, and on land.
- brainstorm action words for each area.



Follow-up:

The children can:

- work in small groups to make class books about "Our Wonderful World," showing what people can do in the sky, in the water, and on land.

CURRICULUM AREAS: SCIENCE/MATH

Materials:

two-and-a-half single pages from a newspaper, a whole section of a newspaper, a blender, five cups of water, a large square pan at least three inches deep, a few drops of bleach, a little paint, a piece of window screen that fits inside the pan, a measuring cup, a flat piece of wood the size of a newspaper's front page

Vocabulary:

blend	measure	pulp
cups	newspaper	section
inches		

Experience:

The children can:

- make their own recycled paper. See next page.

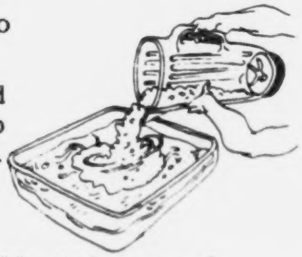
Follow-up:

- use the recycled newspaper to:
  - — make invitations to the class performance about respecting the earth's resources.
  - — Make Happy Earth Day nature cards.

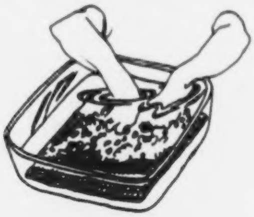
Make Your Own Recycled Paper

Directions:

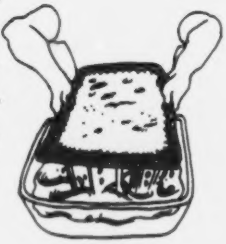
1. Tear the two-and a-half pages of newspaper into tiny pieces.
2. Drop the pieces into the blender.
3. Pour five cups of water into the blender.
4. Add a few drops of bleach to whiten the paper, or paint to color it.
5. Cover the blender (you don't want to have to scrape newspaper mush off the walls).
6. Switch the blender on for a few seconds, or until the paper is turned into pulp.
7. Pour about one inch of water into the pan.
8. Pour the blended paper (pulp) into a measuring cup.
9. Put the screen into the pan.

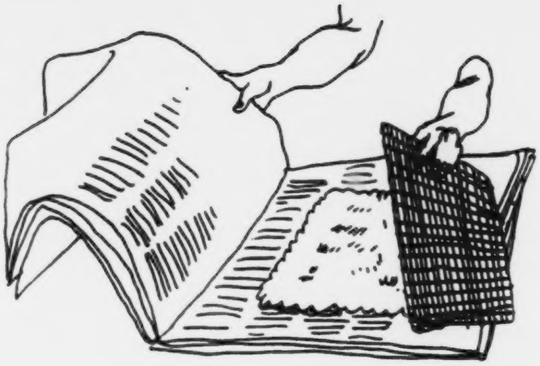


10. Pour one cup of blended paper pulp over the screen.
11. Spread the pulp evenly in the water with your fingers. Feels mushy, doesn't it?

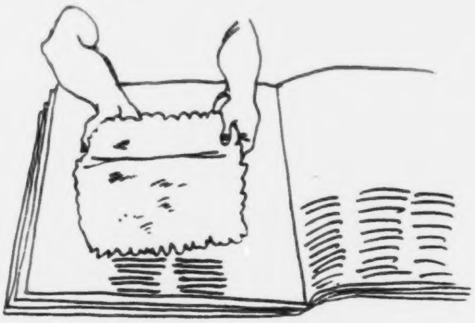


12. Lift the screen and let the water drain.
13. Open the newspaper section to the middle.
14. Place the screen with the pulp into the newspaper.





15. Close the newspaper.
16. Carefully flip over the newspaper section so the screen is on top of the pulp. This step is very important!
17. Place the board on top of the newspaper and press to squeeze out excess water.
18. Open the newspaper and take out the screen.
19. Leave the newspaper open and let the pulp dry for at least 24 hours.
20. The next day, check to see if the pulp paper is dry.
21. If it is, carefully peel it off the newspaper.



22. Now you can use it to write on!

Culminating Project

LEARNING EXPERIENCE II: RESPECTING THE EARTH'S RESOURCES

Children may plan an assembly program about respecting the earth's resources. Costumes and props can be designed to represent trees, flowers, the sun, the earth, plants, leaves, clear blue water, animals, and children. Parents can be invited to assist with preparations and to attend the performance.

A rap song and a chant are included for this experience.

Earth Rap*

(Choose up lines and rap out loud.)

Earth Day is April 22
And on that day you'll know what to do
Plant a tree, clean a park, or ride a bike
Do something you think that the planet will like
Build a house for the birds, throw litter away
Then make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day

Help keep the air clean, and the water pure
We'll each do our part, you can be sure
Let's thank the soil for growing seeds
And growing all the food we need
Let's thank the sunlight energy
That flows through you and flows through me
Let's all chip in and do our part
This Earth Day is just the start
Because after Earth Day I will say

I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day

I'll recycle paper and glass in trash
And turn my aluminum cans to cash
I'll care for trees along my street
And keep the sidewalks clean and neat
I'll conserve the water in my sink
So everyone on Earth has enough to drink
When I leave a room, I'll hit the light
Saving energy keeps the sun shining bright.
Celebrating Earth Day is just one way
'Cause I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
I'm gonna make Earth Day every day
Will you make Earth Day every day?

"Kids for Saving Earth" Chant*

We are the pollution solution.
We want to save our Earth.
We want it healthy and beautiful.
We know how much it's worth.

We've Got The Whole World In Our Hands**

(To the tune of "He's Got the Whole World in His Hands")

We've got the whole world in our hands
(Extend hands forward each time "in our hands" is repeated.)
We've got the whole, wide world in our hands
We've got the whole world in our hands
We've got the whole world in our hands

We've got to reduce all our trash.
(Push hands down each time "reduce" is repeated.)
We've got to reduce all our trash.
We've got to reduce all our trash.
We've got to take care of our world.
(Hug self and move upper body back and forth.)

We've got to reuse all we can.
(Extend palms with fingers pointed up; move hands back and forth.)
We've got to reuse all we can.
We've got to reuse all we can
We've got to take care of our world.
(Hug self and move upper body back and forth.)

We've got to recycle all we can.
(Circle right hand in front of body.)
We've got to recycle all we can.
We've got to recycle all we can
We've got to take care of our world.
(Hug self and move upper body back and forth.)
(Repeat the first verse.)

---

* Courtesy of Kids for Saving Earth, an independent, nonprofit organization, P.O. Box 47247, Plymouth, MN 55447-0247.

** From *The Mailbox Magazine*, (Greensboro, NC: The Education Center, Inc., 1991), April/May 1991, p. 15. Permission pending.

Kids for Saving Earth Promise[*]

The Earth is my home.
I promise to keep it healthy and beautiful.
I will love the land, the air,
the water, and all living creatures.
I will be a defender of my planet.
United with friends, I will save the Earth.

La Promesa de los Niños para Salvar al Planeta Tierra[*]

(Spanish)

La Tierra es mi hogar.
Prometo mantenerla bella y saludable.
Prometo cuidar la tierra, el aire,
el agua y todas las criaturas vivientes.
Prometo defender a mi planeta.
Junto a mis amigos, salvare a la Tierra.

La Promesse des Enfants de Sauver la Terre[*]

(French)

La Terre est ma maison.
Je promets de la maintenir belle et saine.
Je promets d'aimer le sol, l'air,
l'eau et tous les etres vivants.
Je promets de proteger ma planete.
Avec l'aide de mes amis, je sauverai la Terre.

CHINESE

孩子們挽救地球的誓言

地球是我的家，
我發誓要保護它，
使它健康又美麗：
我愛大地愛空氣，
我也愛水愛生物，
我要作地球之衛士。
與朋友們齊心協力，
我定要挽救地球！

How the Trash Pile Grows[**]

Buy it
Try it,
throw the trash away!

Take it,
break it,
throw the trash away!

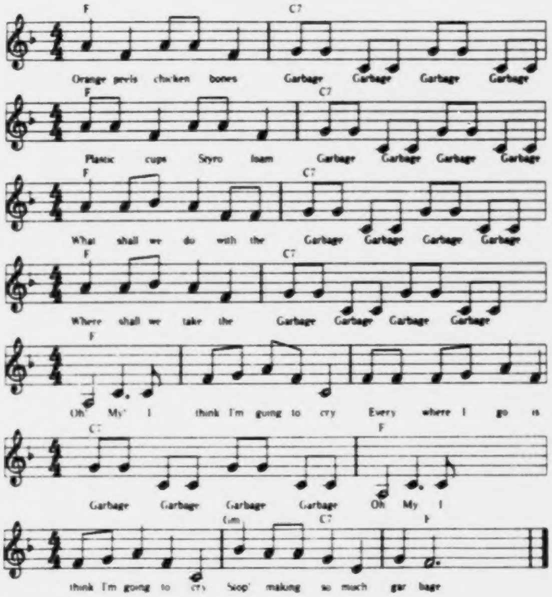
Get it,
use it,
finish it,
lose it.
Wear it,
tear it,
throw the trash away!

Soda pop,
box top,
once you start
you can't stop.
Buy it,
show it,
nothing left but throw it:

Throw the trash away!

(Oh, no — where is "away"?)

Garbage[†]


F
C7
Orange peels chicken bones Garbage Garbage Garbage Garbage
Plastic cups Styro foam Garbage Garbage Garbage Garbage
What shall we do with the Garbage Garbage Garbage Garbage
Where shall we take the Garbage Garbage Garbage Garbage
Oh' My' I think I'm going to cry Every where I go is
Garbage Garbage Garbage Garbage Oh My I
Gm
think I'm going to cry Stop' making so much gar bage

---

[*] *Kids for Saving Earth Guidebook*, Plymouth, MN: Kids for Saving Earth, P.O. Box 47247

[**] *Free Earth Day Lesson Plans*, P.O. Box AA, Stanford University, Palo Alto, CA 94309.

[†] Jackie Weissman, *Instructor* Magazine, Sept. 1990. New York: Scholastic, Inc. Permission pending.

This Land is Our Land!*

(Sung to the tune of "This Land Is Your Land" Key: G Major)

C G
We must take care of the world we live in.
G D, G
We must not waste what nature has given.
G D, C G
We need clean air, soil, and water, too,
D, G
This land was made for me and you!

Chorus:

C G
This land is our land; we must respect it.
G D, G
We must protect it, and not neglect it.
G D, C G
If we take care of what we've been given
D, G
This land will stay for you and me!

C G
We breathe the air and we feel the sunlight.
D, G
Our plants need water and soil to grow right.
G D, C G
We need both plants and animals, too.
D, G
This land was made for me and you!

(Repeat the chorus.)

C G
Pollution poisons our air and farmlands.
G D, G
It's not from nature, but from our own hands.
G D, C G
The health of nature rests on what you do.
D, G
This land was made for me and you!

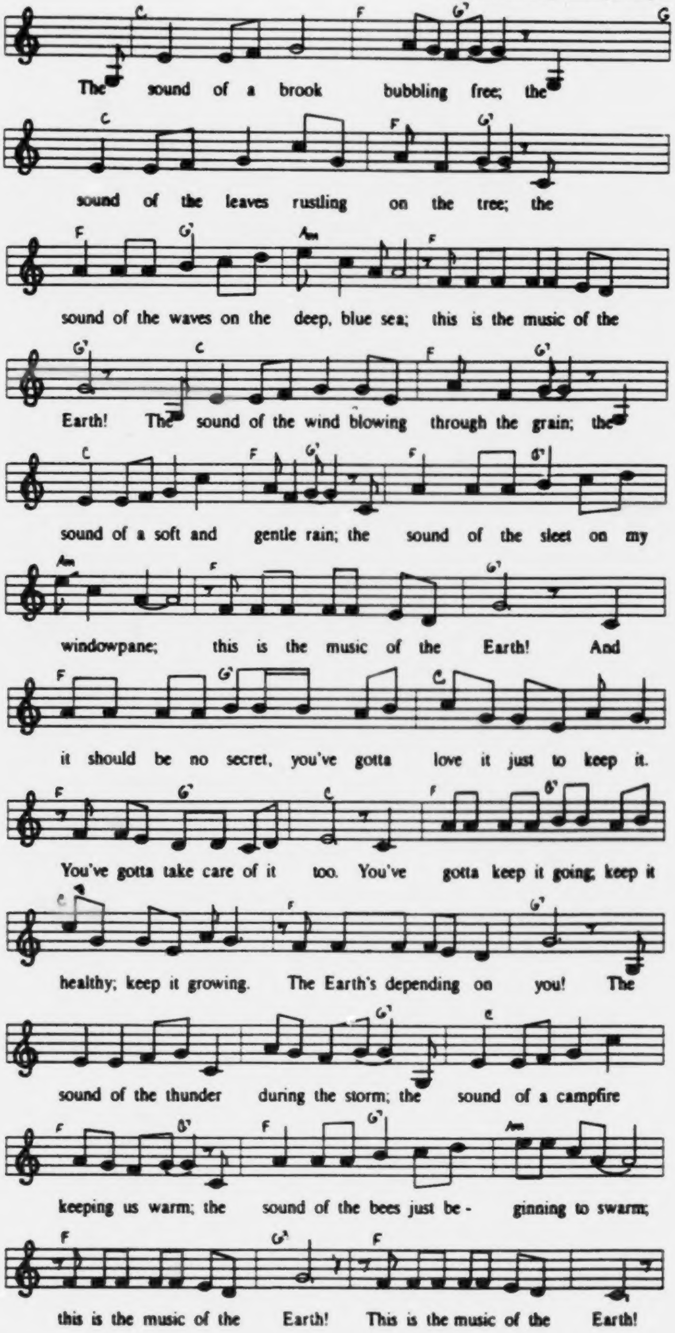
---

* *Sing and Learn* by Carolyn Meyer and Kel Pickens. (Carthage, IL: Good Apple, Inc., 1989). Permission pending.

The Music of the Earth*

(Sung to the tune of "This Land Is Your Land" Key: G Major)

Words & Music by Carolyn Meyer


The sound of a brook bubbling free; the
sound of the leaves rustling on the tree; the
sound of the waves on the deep, blue sea; this is the music of the
Earth! The sound of the wind blowing through the grain; the
sound of a soft and gentle rain; the sound of the sleet on my
windowpane; this is the music of the Earth! And
it should be no secret, you've gotta love it just to keep it.
You've gotta take care of it too. You've gotta keep it going; keep it
healthy; keep it growing. The Earth's depending on you! The
sound of the thunder during the storm; the sound of a campfire
keeping us warm; the sound of the bees just be - ginning to swarm;
this is the music of the Earth! This is the music of the Earth!

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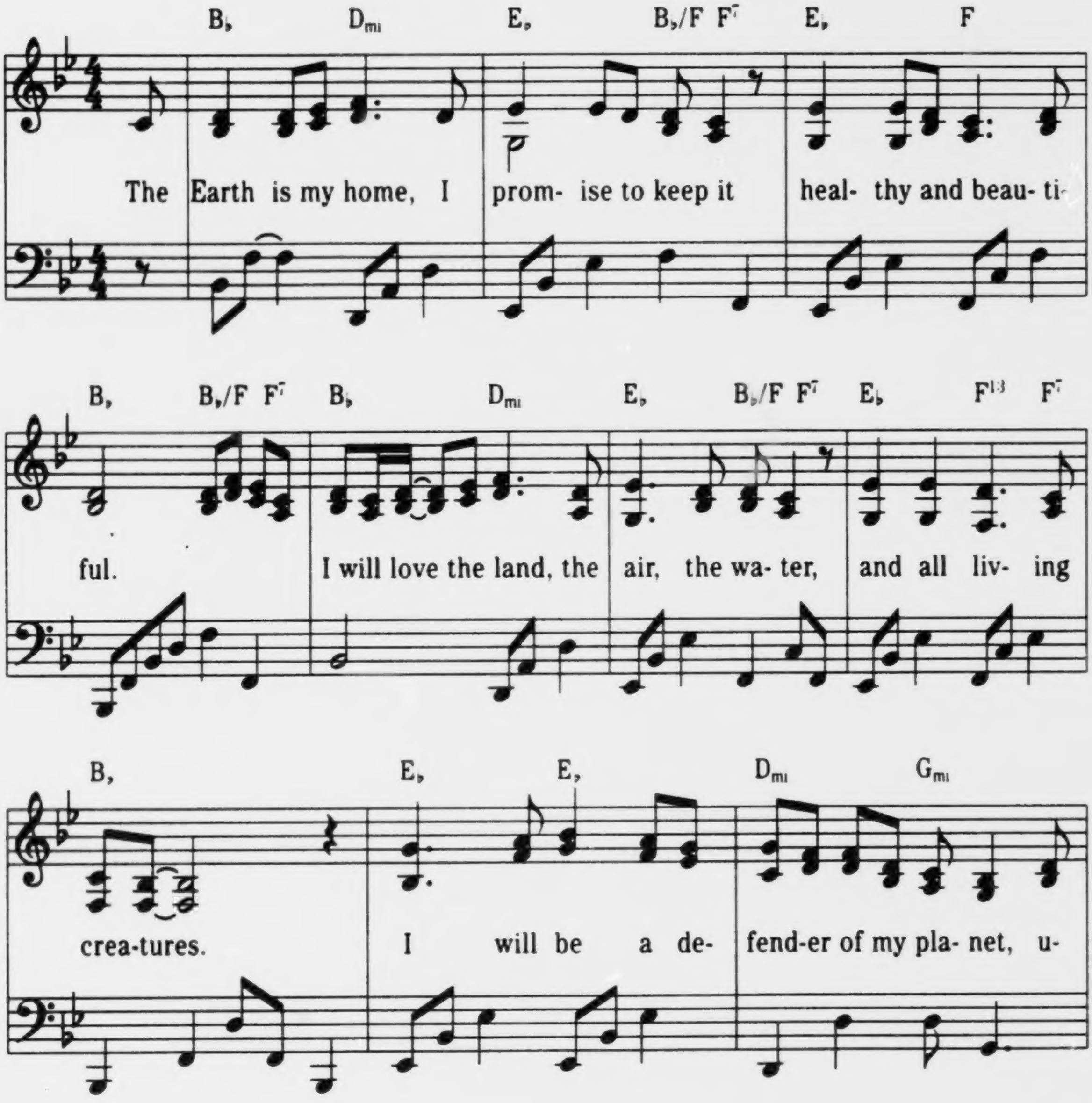
* *Lollipops*, March/April 1991 Issue 51, Carthage, IL: Good Apple, Inc.) Permission pending.

Kids for Saving Earth Promise Song*


B♭ Dmi E♭ B♭/F F7 E♭ F
The Earth is my home, I promise to keep it healthy and beautiful.
B♭ B♭/F F7 B♭ Dmi E♭ B♭/F F7 E♭ F13 F7
I will love the land, the air, the water, and all living creatures.
B♭ E♭ E♭ Dmi Gmi
I will be a defender of my planet, u-

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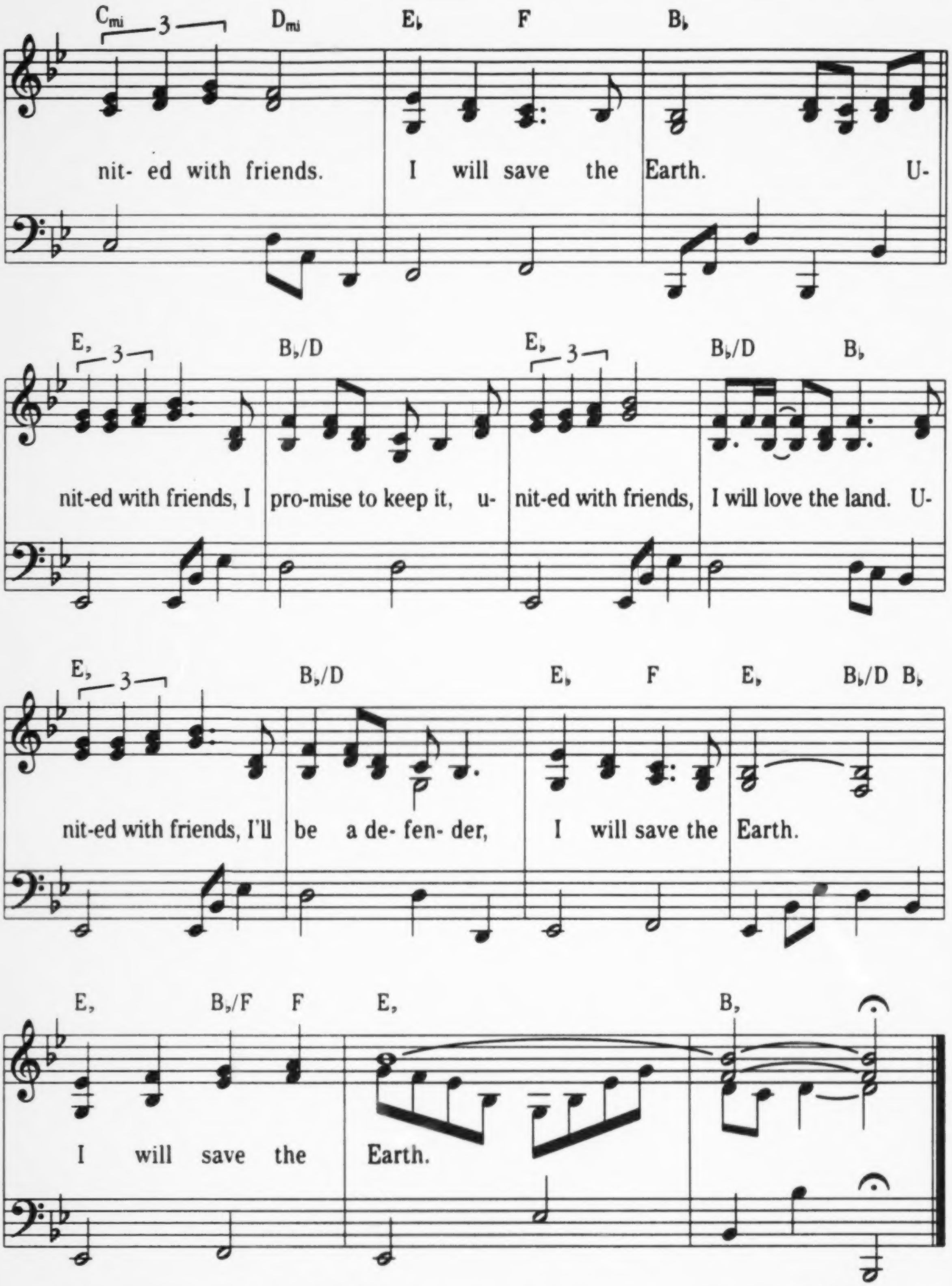
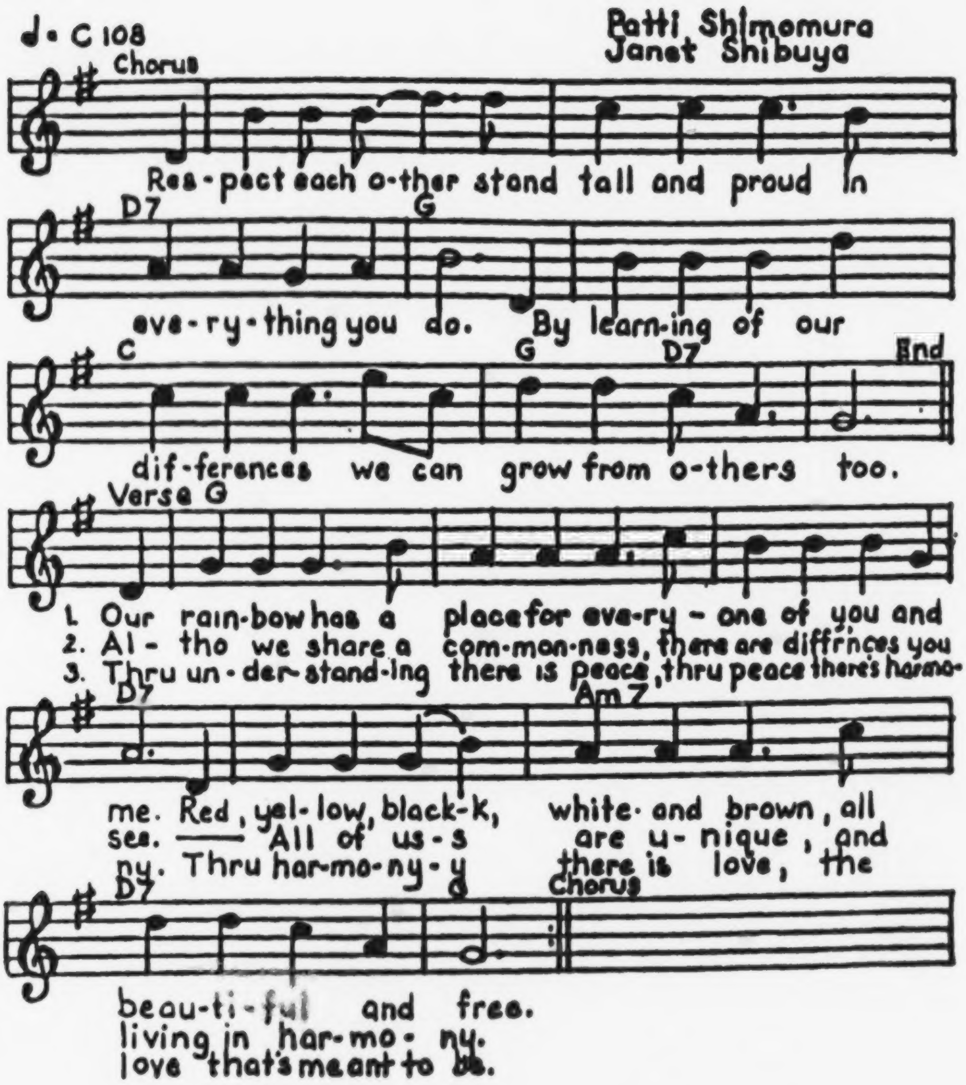
* Courtesy of Kids for Saving Earth, an independent, nonprofit organization, P.O. Box 47247, Plymouth, MN 55447-0247.


Cmi 3 Dmi E♭ F B♭
nit- ed with friends. I will save the Earth. U-
E♭ 3 B♭/D E♭ 3 B♭/D B♭
nit-ed with friends, I pro-mise to keep it, u- nit-ed with friends, I will love the land. U-
E♭ 3 B♭/D E♭ F E♭ B♭/D B♭
nit-ed with friends, I'll be a de- fen- der, I will save the Earth.
E♭ B♭/F F E♭ B♭
I will save the Earth.

MUSIC: RONNIE BROOKS LYRICS: TESSA AND WILLIAM HILL ©1990 MUSIC BY HUMMINGBIRD—GLOVER/ROBERTSON MUSIC (BMI) ALL RIGHTS RESERVED

Rainbow Song*


♩ = C 108
Patti Shimomura
Janet Shibuya
Chorus
Res-pect each o-ther stand tall and proud in
D7 G
eve-ry-thing you do. By learn-ing of our
C G D7 End
dif-ferences we can grow from o-thers too.
Verse G
1. Our rain-bow has a place for eve-ry - one of you and
2. Al - tho we share a com-mon-ness, there are diffrnces you
3. Thru un-der-stand-ing there is peace, thru peace there's harmo-
D7 Am7
me. Red, yel-low, black-k, white and brown, all
see. All of us-s are u-nique, and
ny. Thru har-mo-ny-y there is love, the
D7 Chorus
beau-ti-ful and free.
living in har-mo-ny.
love that's meant to be.

---

* *Growing Healthy in New York City—Grade 1* (New York City Board of Education).

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THEME E: LEARNING EXPERIENCE III

STARLIGHT, MOONBRIGHT

Concepts:

- The sun gives us daylight.
- We can see the moon at night.
- We can see stars at night.
- Shadows are caused when the light is blocked.

Preliminary Activity:

The teacher can:

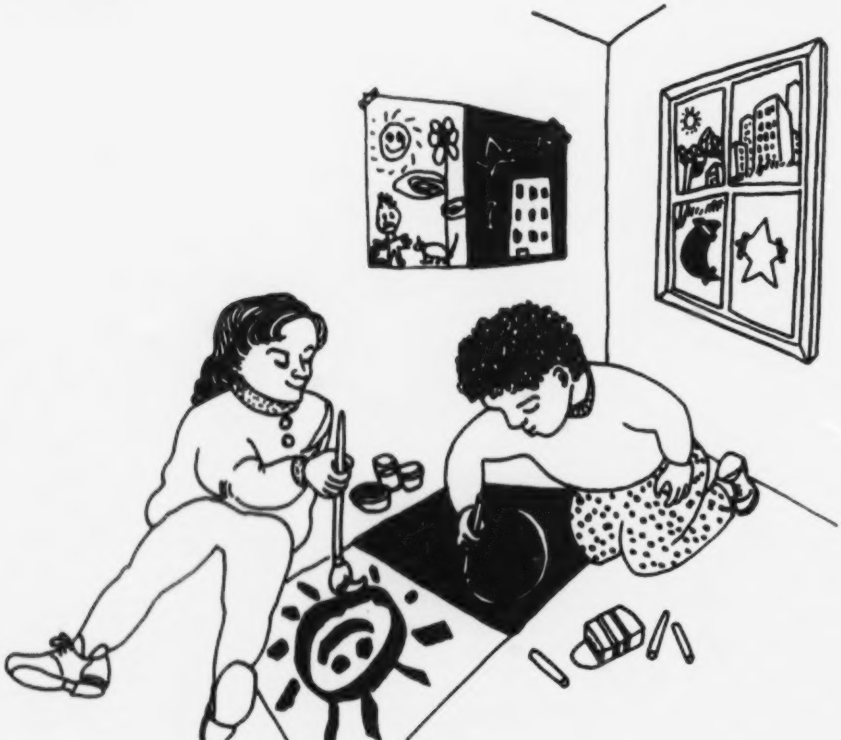
- ask the children to look out the window to observe the sunlight.
- discuss the things people can do in the daytime.
- compare/contrast with the things people do at night. (If possible, display day and night scenes.)

The children can:

- contribute to a chart listing the similarities and the differences between day and night.

DAY	NIGHT
sunshine	sleep time
shadows	owls
playing outside	play inside
sunburn	darkness
swimming	stars in sky
work	moonlight
eat breakfast	work
	eat dinner

- make night and day pictures by joining a light and dark piece of construction paper.
- work in pairs to draw a day scene and a night scene on the paper with colored chalk or crayons, or cut pictures from magazines to paste on the appropriate sides.
- use the pictures for a class display.



CURRICULUM AREAS:
SCIENCE/COMMUNICATION ARTS

Materials:

flashlights, signs reading "Earth," and "Sun"

Vocabulary:

Earth facing

Experience:

The teacher can:

- teach the poem "Where the Sun Goes" by Debby Boone.

Where the Sun Goes*

Where does the sun go at night?
Ever wonder?

The world is so big and round
that the sun just can't get to it
all at once.

So when you are getting ready for bed,
the sun is going to another part of the world,
where someone just your age
is getting up
and eating breakfast
and getting ready for school.

The sun never stops shining.
You just can't always see it,
but it's always there.

And you know one thing for sure—
Just as your name is ...
well, whatever your name is,
the sun will be back
tomorrow
morning...

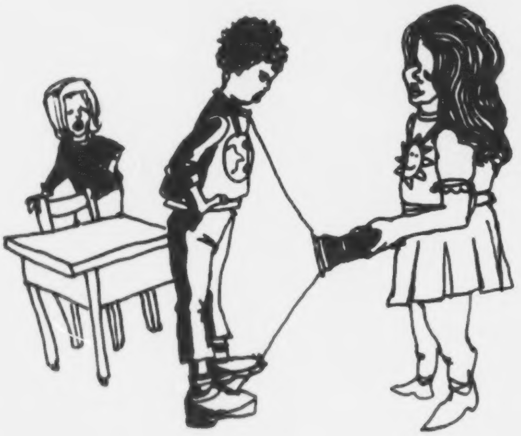
Right on time!

— *Debby Boone*

- ask children about the poem:
  - Does the poet think the sun stops shining at night?
  - What does the poet say happens to the sun when we can't see it?
  - What do you think?
- tell the children they are going to find out how the sun's light causes day and night.

The children can:

- work in pairs, taking turns being the sun and the Earth.
- wear signs that label the Earth and the sun.
  - The sun shines a flashlight on the Earth.
  - The Earth spins around slowly, while also revolving around the sun.
- conclude that the side of the Earth facing the sun is in daylight and the side of the Earth away from the sun is in night.



Follow-up:

The teacher can:

- record the children's description of what they did and observed for an experience story.
- ask the children the names of the places where their families originated.
- mark these places on a globe using colored stickers.
- shine a flashlight on the globe.
- ask a child to rotate the globe slowly.
- determine whether it is day or night in the places marked.

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* *Bedtime Hugs for Little Ones* by Debby Boone (Eugene, OR: Harvest House, 1988). Permission pending.

CURRICULUM AREAS: COMMUNICATION ARTS/SCIENCE/MATH

Materials:
class lunar log, individual logs, crayons, shape models, magnetic strips, Velcro

Vocabulary:
Phases: new moon, full moon, half moon, quarter moon

Experience:
The teacher can:

- prepare models to represent the four phases of the moon by drawing:
  - — a banana for the new moon
  - — an orange section for the quarter moon
  - — a slice of watermelon for the half moon
  - — a cookie for the full moon.
- prepare a Class Lunar Log on large oaktag.
- back the models with magnets or Velcro strips.
- read *Happy Birthday Moon* by Frank Asch and discuss the shapes of the moon in the story.
- display the models and discuss the four phases of the moon.

The children can:

- observe the moon's shape every night over a period of one month.
- select the appropriate model of the shape observed on the previous evening and attach it to the Class Lunar Log.
- discuss the current phase of the moon.
- observe how long it takes for the moon to reach the next phase.
- record the moon's shape on individual lunar logs during the following months.
- notice the ongoing pattern of the moon's changing shapes.
- count how many nights it takes for the moon to change from one phase to the next.
- count how many nights it takes for the moon to complete a full cycle.
- make a class moon phase chart to record this information for each month. Compare and contrast the data from month to month, noting similarities and differences.

Follow-up:
The children can hear and learn the poem "The Moon" by Debby Boone.

The Moon*

The moon has lots of faces

He has a big round face—
maybe just a tiny bit orange
shining bright into the night
for all to see.
He looks very happy!

Sometimes he shows
just a sliver of a face,
like a fingernail tilted down.
He looks tired and sleepy.

When there is a ring around him
and he seems kind of far off
and is small and hazy,
he looks sad.

And when he's feeling
a little bit shy ...

You won't see him at all.

— Debby Boone

How many nights in each phase?							Total
Dates	New Moon	Quarter Moon	Half Moon	Full Moon	Half Moon	Quarter Moon	Final Moon	
January February								
February March								
March April								
April May								
May June								
June July								

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* *Bedtime Hugs for Little Ones* by Debbie Boone.

LUNAR LOG

Name ______________________________

Month ______________________________

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○
○	○	○	○	○	○	○

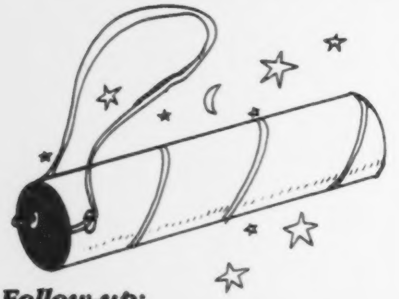
CURRICULUM AREAS: MUSIC/MOVEMENT/ART/SCIENCE

Materials:
cardboard tubes from paper towels, hole puncher, 18" piece of string or yarn

Vocabulary:

gaze	telescope

Experiences:
The children can:
- save cardboard tubes from paper towels.
- punch two holes at one end of each tube and loop an 18" piece of string or yarn through the holes.
- use the telescopes to gaze at the sky during the day.
- tell one another what they see.



Follow-up:
In the schoolyard, or a large indoor area, the children can:
- join hands to form a circle and slide to the left as they sing:

Sally Go Round the Stars

Sally go round the stars,
Sally go round the moon,
Sally go round the chimney pots,
On a Sunday afternoon. Whoops!

- continue singing and change "Sally" to the names of children in the class.
- drop their hands, jump up, and clap their hands together over their heads when they sing "Whoops!"
- play Musical Stars.

The teacher can:
- Place on the floor enough paper stars for all the children. Play a short interlude of music. Explain to the children that when the music stops they are to stand on a star or on designated spots. Have one less star than there are children to add excitement and an element of chance.

CURRICULUM AREA: SCIENCE/ART
(Plan this activity for a sunny day when the air is still.)

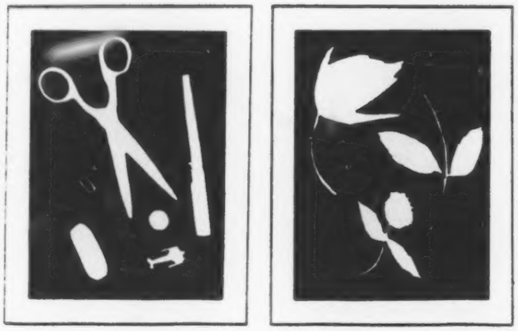
Materials:
sunprint paper, variety of small objects to be printed (leaves, dried flowers, shells, acorns, cookie cutters, nails, bolts, chips), construction paper, glue, water, tray

Vocabulary:

design	solar print/sunprint
effect	sunlight

Experience:
The teacher can:
- introduce sunprinting to the children.
- distribute sunprint paper to each child.
- assist children in forming designs with the objects that they have selected.

The children can:
- place clear plastic on top of the flat objects to keep them in place.
- expose the paper to sunlight for five minutes.
- remove the objects.
- put the paper in water to fix the image.
- mount the completed sunprints on construction paper.



Follow-up:
Children can match the real objects with the objects on their sunprints. This activity may be placed in the Science Center for sharing by the children.

CURRICULUM AREAS: SCIENCE/MOVEMENT

Materials:
chalk, writing materials, white sheet, projector, flashlights, colored candy wrappers

Vocabulary:
shadow trace

Experience:
The teacher can:

- ask children about their shadows:
  - When you're out on the playground do you see something that looks like you on the ground?
  - What is that called?
  - What makes a shadow?
  - Where does it come from?
  - How do you know?
  - What happens to it when you walk? skip? jump? wave? wrinkle your nose? smile?
  - Is your shadow always with you? outside? inside? during the day? at night? in summer? winter?
  - If we went outside now, would you have a shadow?
  - Where would it be? Why? (Ask for reasons.)
- have pairs of children investigate outside class issues that were brought up in discussion, such as:
  - Why doesn't a shadow smile?
  - Why is Jane's shadow in front of her and Jamal's shadow behind him?
  - Can I make my shadow turn and go the other way? (Testing this may start children wondering about the importance of the direction of sunlight.)
- tell partners to take turns tracing each other's shadows, making sure to trace around the feet (to establish where the person was standing). Each child, standing in the traced feet, explains how his or her shadow is made.

On another day, the children can:

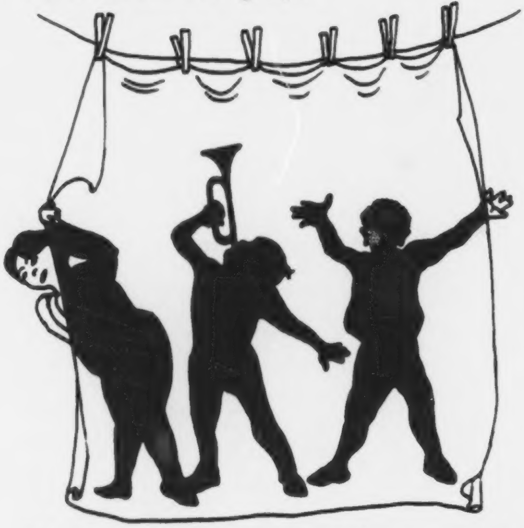
Play "Shadow Tag."

A child is chosen to be "It." When "It" steps on another child's shadow, that child becomes the new "It."

Go on shadow hunts.

Are there shadows inside your house? in the school cafeteria? the library? What makes them? Each child can find a shadow and write or dictate a story about it, adding a drawing to show the object that made the shadow, the light source, and the place where the shadow showed up.

Perform shadow plays:



Hang up a white sheet and place a projector behind it. Have a few children stand between the light source and the sheet. Let the others stay on the opposite side of the sheet to see what happens. Have the performers box in the air towards each other to see what it looks like on the other side of the sheet. Hold up objects behind the sheet and see if the children can guess what they are from their shadows. Have a child perform an action, such as eating, waving, pretending to sew, to see if the other children can guess what the performer is doing.

Make colored shadows.

Bring in two flashlights and cover them with different colored cellophane such as colored candy wrappers. Hold some small objects up in front of the white paper on the way. Shine the light on the object and see what color shadow it makes.

Learn shadow poems, action songs, and fingerplays:

Five All In a Row*

(This can also be done with pairs of children, one doing the motions initially and the other following exactly.)

See the five children all in a row
Hold up five fingers.
See their shadows facing just so
Hold second hand parallel to first.
The first one bends and says "How do"
Bend thumb.
And then its shadow does so too.
Bend second thumb.

The next one starts to twirl around
Twirl finger on first hand.
And so does its shadow without a sound.
Corresponding finger does same.

Whatever the first one tried to do
Fingers on first hand make different motions.
The second one said,
"I'll do the same as you."
Fingers on second hand repeat motions.

Oh Dear, Where Can My Shadow Be?*

(To the tune of "Oh, Dear, What Can the Matter Be?")

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun's high in the sky?

It's lost, lost, lost at the foot of me,
Lost, lost, lost at the foot of me,
Oh dear, lost at the foot of me,
'Cuz the sun's high overhead.

Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
Oh dear, where can my shadow be,
When the sun hides in the clouds?

It's gone, gone gone far away from me,
Gone, gone, gone far away from me,
Oh dear, gone far away from me,
'Cuz the sun hides in the clouds.

Oh, Do You See My Shadow Go?*

(To the tune of "The Muffin Man")

Oh do you see my shadow go,
My shadow go, my shadow go.

Oh do you see my shadow go,
It goes along with me.

(Children walk along)

Oh do you see my shadow bend,
My shadow bend, my shadow bend.

Oh do you see my shadow bend,
It bends along with me

(Children bend)

Additional Verses *(Children perform appropriate motions)*

Oh do you see my shadow wave . . .
Oh do you see my shadow jump . . .
Oh do you see my shadow stretch . . .
Oh do you see my shadow hop . . .

Shadow Race**

Every time I've raced my shadow
When the sun was at my back,
It always ran ahead of me,
Always got the best of me.
But every time I've raced my shadow
When my face was toward the sun,
I won.

— *Shel Silverstein*

My Shadow†

I have a little shadow that
goes in and out with me,
And what can be the use of him
is more than I can see,
He is very, very like me from the
heels up to his head,
And I see him jump before me
when I jump into my bed.

— *Robert Louis Stevenson*

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* Adapted from *Open the Door, Let's Explore*, Rhoda Redleaf. (St. Paul, MN: Redleaf Press, 1981). Permission pending.

** *A Light in the Attic* by Shel Silverstein. (New York: Harper Collins, 1981), p. 153. Permission pending.

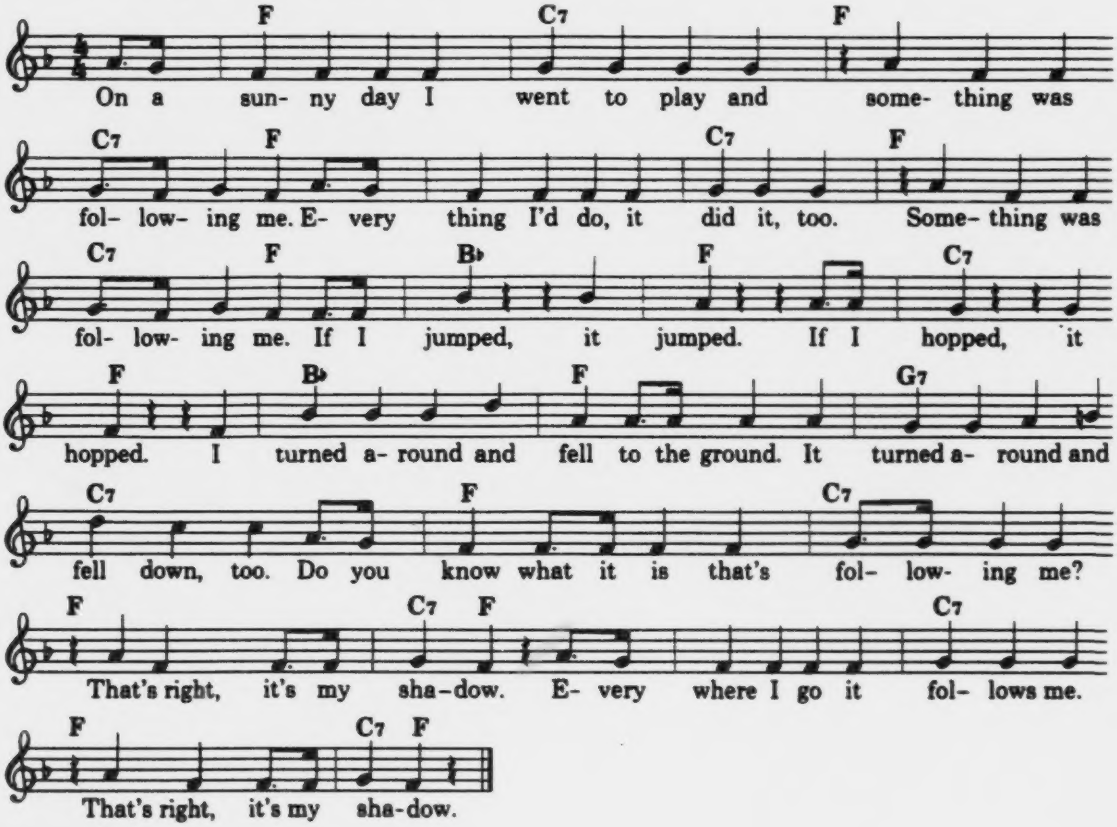
† *A Child's Garden of Verses*, Robert Louis Stevenson. (New York: Franklin Watts, 1966). Permission pending.

Something Is Following Me[*]

by Jackie Weissman

Choose someone to be the shadow and someone to be the person being followed.

All the children stand in a circle and sing the song. While they are singing, the two in the circle walk around and do the actions of the song. When the song says "jump," they both jump. When the song says "hop," they both hop. When the song says "turn around and fall to the ground," they both do that.


F
C7
F
On a sun- ny day I went to play and some- thing was
C7
F
C7
F
fol- low- ing me. E- very thing I'd do, it did it, too. Some- thing was
C7
F
B♭
F
C7
fol- low- ing me. If I jumped, it jumped. If I hopped, it
F
B♭
F
G7
hopped. I turned a- round and fell to the ground. It turned a- round and
C7
F
C7
fell down, too. Do you know what it is that's fol- low- ing me?
F
C7
F
C7
That's right, it's my sha- dow. E- very where I go it fol- lows me.
F
C7
F
That's right, it's my sha- dow.

Follow-up:

Materials:

filmstrip projector or flashlight; black, brown, pink, or beige construction paper; chalk; scissors; glue; tape or thumbtacks

Vocabulary:

shadow silhouettes

The teacher can:

- make shadow silhouettes of the children.
- tape or tack a sheet of paper to the wall.
- place a lamp on the table in front of the paper. Place a chair sideways between the lamp and the paper and have a child sit in the chair looking forward.
- trace the outlines of the child's silhouette on the paper.

The children can:

- cut out and mount the silhouettes on contrasting colored construction paper.
- discuss how the shadow silhouettes were made.
- display their silhouettes around the room.

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[*] *Something Is Following Me*, Jackie Weissman. *Instructor* Magazine, Feb., 1988. (New York: Scholastic, 1988). Permission pending.

CURRICULUM AREAS: SCIENCE/COMMUNICATION ARTS

Materials:
star cut-outs of yellow construction paper, shoebox, scissors, black construction paper (the size of the shoebox top), plastic needle, black paint, flashlight

Vocabulary:

constellation	star	wish

Experience:
The teacher can:

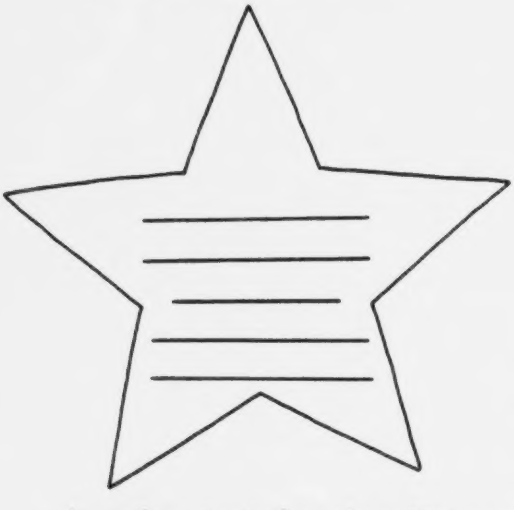
- teach a poem:

> Starlight, star bright
> First star I see tonight
> I wish I may, I wish I might
> Have the wish I wish tonight.

- ask the children:
  - — Have you ever seen a star?
  - — What do stars look like?
  - — When can we see stars?
  - — Did you ever wish on a star?
  - — What might you wish?

The children can:

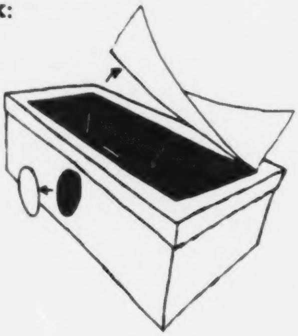
- write a wish on a star cut-out.



- hang the cut-outs from the ceiling or on a bulletin board to display.

Follow-up:
The teacher can:

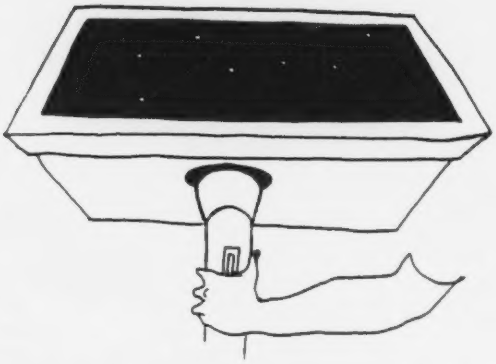
- read *Sky All Around* by Anna Grossnickle Hines or another book that describes constellations.
- discuss how people name constellations and tell stories about them.
- prepare a star box:



1. Measure and draw lines to mark off a 1-1/2 inch space around the top of the box lid.
2. Cut along the line, leaving a 1-1/2 inch frame.
3. Cut a hole on one side of the box large enough for the flashlight.
4. Paint the frame and outside of the box black.

The children can:

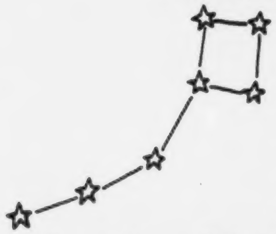
- design their own constellations on black paper using chalk for the stars.
- use the plastic needle or a pencil to make holes where the stars were drawn.
- place the constellation on the shoebox.
- turn the flashlight on to see the constellation light up.
- tell stories about the constellations.



Put the star box, constellations, and stories in the Science Center.

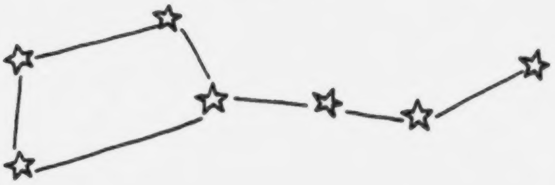
Legends About Constellations

The Little Dipper



Once upon a time a party of Indians lost their way in the forest and, being in doubt which way to go, prayed to the gods to show them the way home. While praying, a little girl appeared to them and said that she was the spirit of the "Pole Star," the star that never moved. When the hunters died they were carried up to the sky. Every clear night we can still see them in the stars of the Little Dipper, following the Pole Star faithfully.

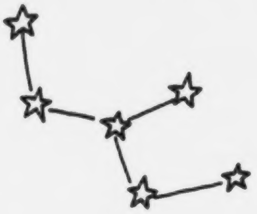
The Big Dipper



A farmer once lost his oxen to two thieves. He sent his servant after them, and when his servant did not return, he sent his housekeeper and dog to catch the thieves. After waiting some time he lost his temper, which is always a bad thing to do, and decided to go after the thieves himself. Because he lost his temper with his servant, who was doing the best he could to catch the thieves, he was taken up to the sky together with his oxen, the thieves, his servant, and the little dog. There we see them all in this star picture. The first two stars in the Dipper are the oxen, then the two thieves; the remaining three stars are the servant, the housekeeper, and the farmer. Even the dog is in the sky.

Cassiopeia

The beautiful Cassiopeia was not very wise, for knowing she was a beauty made her vain and conceited. She openly boasted she was more beautiful than the sea nymphs — which was saying a great deal. The sea nymphs were very angry with Cassiopeia when they learned of her foolish boasting and informed the god Neptune, who ruled the sea, of the insult. Neptune punished Cassiopeia for her vanity, by sending a sea monster to prey upon the coast of Ephesia. Later he felt this was not punishment enough. He forced Cassiopeia to chain her beloved daughter to a rock on the seashore where she risked being killed or carried away by the cruel sea monster. As an everlasting reminder to mankind of the folly of conceit, Cassiopeia was compelled by the gods to circle Polaris in the Northern sky forever.



Although she has a chair, she often appears in the sky upside down — an undignified, queer, and unpleasant position for a Queen to say the least.

The Circus

Come visit with me this evening,
When the sun has gone to rest,
A great and glorious circus,
It's surely the biggest and the best.

There are Dogs and Bears and Lions,
And a bull with a Fiery Eye,
A Scorpion, Swan, and Eagle,
At the circus in the sky.

Orion the famous hunter,
And the Sky Twin Boys will be there,
King Sepheus, the Seven Sisters,
And the Queen in her golden chair.

So come to the All-Star Circus,
There is never a penny to pay,
And if you chance to be thirsty,
You may drink from the Milky Way.

Culminating Project

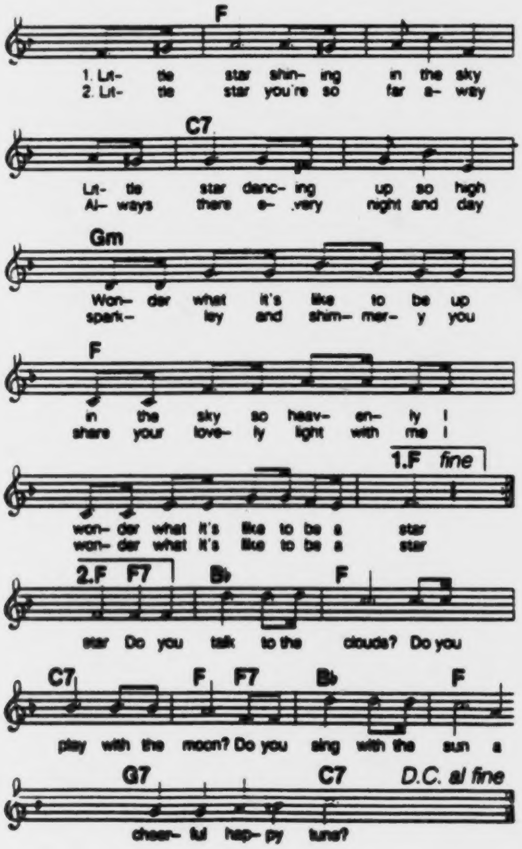
LEARNING EXPERIENCE III: STARLIGHT, MOONBRIGHT

The children can:

- plan a trip to the Hayden Planetarium to view "Wonderful Sky." Allow ample time to make reservations.
- learn the song "Wonder What It's Like to be a Star," by Jackie Weissman.
- make booklets shaped like a star, the moon, or the sun.
- choose a title for the booklets.
  - — If I Were the Sun.
  - — If I Were the Moon
  - — If I Were a Star.
- write story sentences on each page.
- illustrate the story.
- share their shaped story books.

Wonder What It's Like to Be A Star*

Words and Music by "Jackie" Weissman


F
1. Lit- tle star shin- ing in the sky
2. Lit- tle star you're so far a- way
C7
Lit- tle star danc- ing up so high
Al- ways there e- very night and day
Gm
Won- der what it's like to be up
spark- ley and shim- mer- y you
F
in the sky so heav- en- ly I
share your love- ly light with me I
1.F fine
won- der what it's like to be a star
won- der what it's like to be a star
2.F F7 B♭ F
star Do you talk to the clouds? Do you
C7 F F7 B♭ F
play with the moon? Do you sing with the sun a
G7 C7 D.C. al fine
cheer- ful hap- py tune?

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* "Wonder What It's Like to Be A Star," Jackie Weissman, *Instructor*, April, 1988. (New York: Scholastic). Permission pending.

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LEARNING EXPERIENCE III: STARLIGHT, MOONBRIGHT

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ADDITIONAL SUGGESTED THEMES/TOPICS

All About Me
- Family
- Friends
- Favorite Things
- Physical Characteristics
- Heritage

The Community
- Neighborhood
- Houses and Homes
- Stores
- Fire/Police Stations
- Supermarkets, Bodegas
- Health Services
- Bridges
- Waterways
- People
- Places in New York City

The Environment
- Conservation
- Pollution
- Ecology
- Earth Day
- Our Planet
- Oceans, Rivers, Bays

Dioramas

Seeds, Plants, Gardens

Terrariums

Staying Healthy
- Dental Care
- Nutrition
- Safety
- Exercise
- Height/Weight

Citizenship, Rules, Values, Responsibilities

Seasons
- Exploring Natural Changes
- Weather
- Special Occasions

Science
- Magnets
- Sink or Float
- Air and Balloons
- Five Senses
- Shadows
- Rocks and Shells
- Water, Wind, Sun, Stars

Careers, World of Work

Vacations and Visits

Signs and Signals

Art
- Sponge Paintings
- Easel
- Q-tip Art
- Mixing Colors
- String Designs
- Collage
- Paper Cutting
- Origami
- Murals
- Masks
- Kites
- Puppetry
- Crafts

Communication
- Poetry
- Pen-pals
- Creative Writing
- Playwriting
- Publishing Books
- Class Newspapers
- Songs
- Dramatization
- Sign Language

Animals
- Pets
- Animal Babies
- Farm Animals
- Zoo Animals
- Wild Animals
- Make-Believe Creatures
- Dinosaurs

Holidays/Cultural Celebrations
- Chinese New Year
- Kwanza
- Discovery Day
- St. Patrick's Day
- Easter Parade
- Native American Festivals

Exploring Literature
- Fairy Tales
- Folklore
- Stories from Around the World
- Myths and Legends
- Tall Tales
- Nursery Rhymes
- Poems
- Fables

Transportation
- Land
- Water
- Space
- Air
- Bikes, Skates, and Scooters

Mathematics
- Numbers Around Us
- Graphing
- Counting
- Roman Numerals
- Numbers in Other Languages
- Rods, Cubes, and Squared Materials
- Coins and Money
- Clocks and Time
- Measurement
- Calendar Math
- Patterning

Computers and Robots

The Circus

Classroom Museum of...

Cooking
- Observing Change
- Tasting Experiences
- Fruits
- Vegetables
- Shopping
- Meal Planning
- Budgeting

Ocean, Seashore and Sand
- Marine Life
- Whales and Dolphins
- Turtles and Terrapins
- Shells
- Boats

SECTION V:
WORKING TOGETHER

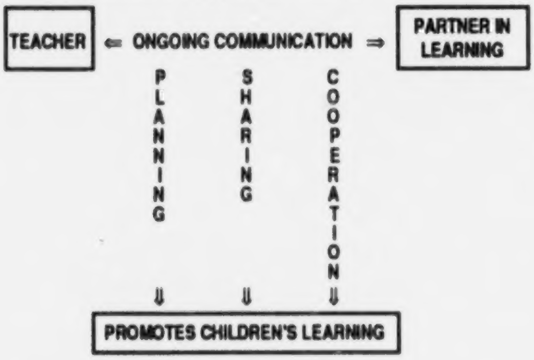
WORKING TOGETHER

The first grade program is enhanced by many caring and responsible adults who support and assist the classroom teacher and the children throughout the school year. The most important of these are the children's own parents and caregivers. (See "Parent Involvement.")

Additional invaluable members of the classroom team can include:

- Paraprofessionals
- Staff Developers
- Student Teachers
- Volunteers

Other crucial partners in the learning process are experienced administrators, who contribute their skills and expertise in early childhood education. All of these people work to support the teacher in an atmosphere of mutual respect and cooperation. They meet to discuss implementation of the program, plan learning experiences, and exchange techniques and strategies for the growth and development of the children in the classroom. When classroom assistance is available on a regular basis, a team-teaching or cooperative approach can be used.



The teacher and support staff discuss how their own behavior affects each child's individuality, self-esteem, and emerging independence. They understand that the children may come from diverse cultural backgrounds and that their needs are best met when adults:

- listen attentively when children speak.
- make efforts to understand and communicate in child's home language.
- sit, squat, or stoop to meet children at eye level.
- demonstrate caring with smiles, kind words, and encouragement.
- guide children's behavior with positive reinforcement.
- accept children's emotions and model appropriate behaviors.

The Paraprofessional

The teacher and the paraprofessional participate in daily and long-range planning. They work together to prepare materials and share ideas about class projects and activities, such as:

- discussing how to make a family banner and preparing materials in trays for children to use.
- planning a visit to the neighborhood library and preparing name tags for children to wear.
- talking about cultural celebrations and ways in which children can participate in these events.
- sharing ideas about obtaining a pet for the classroom.
- setting up an experiment in the Science learning center.
- preparing a graph.
- gathering utensils and preparing food for a cooking experience.
- discussing a trip to the market and activities to introduce children to a wide variety of "ethnic" foods and traditional dishes from many cultures.
- planning a party to celebrate a child's birthday.

During the school day, the teacher and paraprofessional interact in many ways. They share their involvement with the children, as well as responsibilities for routines and activities. Some suggestions follow:

The Teacher:	**While the Paraprofessional:**
reads with a group of children...	reinforces skills previously learned.
reads to a group of children...	reads to another group of children.
guides children in constructing paper bag puppets...	assists the children with special needs in each step of the activity.
announces a meeting time...	encourages children to put away materials and get ready for the meeting.
confers with two children about their writing pieces...	listens to and observes another group of children who are also engaged in the writing process.
teaches a simple folk dance...	joins with the children and teacher in dancing to the music.
takes the children on a neighborhood walk...	accompanies the group, attending closely to individual children as needed.
cooks applesauce with a small group of children...	visits and interacts with children working in another learning center.
walks around room assisting children in interest areas...	makes fruit salad with three or four children.
talks to the children about a trip to Chinatown...	explains use of trip boards to a small group of children.
helps children place soil and gravel in containers...	assists children with putting small plants in their terrariums.

The teacher recognizes that other adults bring personal strengths and talents to the program. The paraprofessional enriches the learning environment in many ways, including:

- participating in staff development activities.
- assisting children, individually or in small groups, with planned activities.
- enabling children to hear spoken languages other than English and providing translations when needed.
- explaining specific cultural traditions such as spinning dreidels, planning parades on special days, or making Chinese New Year scrolls.
- alerting the teacher to needs of individual children.
- helping with classroom routines: arrival, checking homework, lunch, toileting, dismissal.
- providing aid and encouragement to children with special needs.
- assisting with clerical work, such as collecting trip slips and absence notes.
- accompanying the class on trips.
- helping to organize materials and maintain classroom learning centers.
- guiding children in using instructional equipment.
- listening to children and encouraging interaction and conversation.
- playing games with small groups of children.
- reading stories to children.
- comforting children when necessary.
- assisting with use of the class lending library.
- helping to prepare games and learning materials.
- watching out for safety hazards and spills in the classroom.
- sharing own special talents and abilities with the children (for example, playing the guitar or woodworking).

Staff Developers

Staff Developers are experienced teachers who offer support and assistance to other teachers in the school. In some programs, the Staff Developers conduct parent workshops, and schedule training sessions for teachers and paraprofessionals during the school year. They assist with the creation, selection, and implementation of learning center activities and instructional materials. They confer with the team about techniques for classroom management and teaching strategies. Staff Developers offer demonstration lessons, arrange for interclass observations, and counsel staff about methodologies for the special-needs child. Overall, they serve as role models for collaborative and cooperative teaching in the early childhood classroom.

Student Teachers

Student teachers gain valuable first-hand experience when they interact with children and staff in first grade programs. These early experiences with young children afford opportunities for integrating the knowledge acquired in college with practical application in the classroom environment. The classroom teacher and the children benefit from the new ideas, current research, and innovative approaches presented by student teachers. At the same time, future teachers develop insights into the language(s), customs, and cultures of the children with whom they work. Student teachers contribute to the teaching/learning process by working with individual children or small groups in activities which promote their academic and social development. As the student teachers become more competent under the guidance of the classroom teacher, additional tasks and responsibilities may be delegated so they can become more proficient and self-confident as teachers.

Volunteers

Volunteers, who may be parents, senior citizens, college students, or other members of the community, offer their services to teachers and children in the schools without cost. The role of volunteers depends upon each individual's talents, skills, and abilities. Volunteers may act as resources for the children by sharing ideas, experiences, culture and traditions, special talents, or interests. Some of the activities in which volunteers may participate are:

- assisting children with reading skills practice.
- assisting with special projects.
- assisting children for whom English is a second language.
- reading stories to an individual child or a small group of children, in another language when appropriate.
- making puppets with the children.
- translating directions for children when necessary.
- sharing recipes and cooking experiences.
- playing a musical instrument.
- preparing the room for cultural celebrations.
- accompanying the class on trips.
- bringing in special objects to share with the children.
- making materials such as gameboards or modelling clay.
- caring for classroom pets.
- building structures with the children.
- helping children to make their own books.

Volunteers offer a link between the school and the larger community. Children's lives are enriched when they meet and work with adults from unfamiliar backgrounds as well as with those from their own culture and community.

PARENT INVOLVEMENT

Parent Involvement is widely varied and diverse. There are those activities aimed primarily at strengthening the overall school program (e.g., advisory, volunteering, fund raising, and advocacy activities) and those activities directly aimed at assisting one's own child (e.g., helping with homework, meeting with teachers, and attending school events). Teachers need to strengthen the family-school relationship by encouraging and nurturing all types of parent involvement activities.

PARENT ROLES IN EDUCATION

- **Partners:** Performing basic obligations for their child's education and social development.
- **Collaborators and Problem Solvers:** Reinforcing the school's efforts and helping to solve problems.
- **Audience:** Attending and appreciating school performances and productions.
- **Supporters:** Providing volunteer assistance to teachers, parent organizations, and other parents.
- **Advisors and/or Co-Decision Makers:** Providing input on school policies and programs.

Activities That Exemplify Each Role

As Partners:

- Register their child in school, ensure that the child is properly dressed, gets to school on time, and attends every day.
- Purchase necessary supplies and equipment.
- Obtain required vaccinations and medical exams.
- Read and respond to written communication about school schedules, procedures, special events, and policies.
- Sign and return permission and information forms, and report cards.
- Respond to notes and phone calls from teachers.

As Collaborators and Problem Solvers:

- Encourage and reward satisfactory achievement and behavior.
- Show interest in what happens during the school day.
- Read to their children, take trips (e.g., parks, museums, libraries).
- Discuss possible careers.
- Demonstrate their own interest and curiosity in the world around them.
- Help school resolve problems that might arise in the child's learning or behavior (if alerted to the difficulty and called in to help determine solutions).

As Audience:

- Attend open houses during the day.
- Attend back-to-school nights.
- Attend concerts, plays, exhibitions, and athletic events.

As Supporters:

- Become a class parent.
- Organize to help obtain needed supplies or provide assistance with school trips or emergencies.
- Volunteer in school libraries, provide tutoring to children in special need, and/or make attendance calls.
- Share expertise (e.g., customs, hobbies, occupations).
- Sponsor volunteer activities, fund-raising activities, and publish a parent newsletter.

As Advisors and Co-Decision Makers:

- Become a member of a parent advisory committee (including those mandated by many federal programs such as: Title 1, Title VII, and P.L. 94-142).
- Become a member of school-based council (e.g., SBM/SDM, PTAs or PAs).

STRATEGIES TO INCREASE PARENT INVOLVEMENT

How	Why
Open Houses	To share with all parents information about school programs, activities, and accomplishments.
Class/Grade Orientation Meetings	To highlight values of a multicultural perspective, while providing details about class activities, routines, and learning outcomes.
Parent-Teacher Conferences	To gain information about specific children, such as their backgrounds, cultures, traditions, strengths, and weaknesses.
Involving Parents in Homework and Home-Learning	To improve students' attitudes toward school; research indicates that this is one of the most effective approaches.
Parent Volunteers	To use the skills and expertise of parents.
One-On-One Communication	To inform parents about school policies and programs, share "good news" about students, and communicate the school's desire to have parents involved in the school.
Phone Program	To increase home-school communication through personalized *positive* telephone contact between teachers and parents.
Home Visitation Program	To signify the willingness of the school to "go more than halfway," increase the level of trust, and give a clear message that the school cares.
Class Interviews of Parents	To identify parents as career role models/ community helpers.
Home-School Handbook	To set the tone for a home-school partnership, especially if written in several languages to meet the needs of the culturally and linguistically diverse parent body.
Newsletters	To provide parents with school news in an informal "letter" style.
Parents Share Family Customs, Traditional Dress, and Other Examples of Ethnic/Cultural Heritage with Class	To enhance children's feelings of self-worth, social skills, and awareness of cultural diversity. To reinforce the development of positive attitudes and values. To develop parents' feelings of importance and self-confidence.
Ethnic Holiday Celebrations within the Class; Informal Conversations in Family Rooms; Parent Workshops, Teas, and Multicultural Luncheons	To broaden experiences of children and adults by enhancing their views of life in a multicultural world.

CONSIDERATIONS FOR BILINGUAL PARENTAL INVOLVEMENT

Schools can greatly increase the effectiveness of their bilingual education and English as a Second Language (ESL) programs by including the parents in these programs. Teachers benefit from parent participation programs as their efforts to educate linguistically diverse children are reinforced at home. Offering language-minority parents a significant role in their children's schooling also helps program administrators develop and implement more appropriate strategies. Knowledgeable, motivated parents are also a valuable resource to provide help in classrooms, libraries, and other school programs. Parent involvement also has directly personal benefits to the students and parents themselves. Effective communication between schools and parents can reduce the sense of conflict some language-minority students feel between home and school cultures. For non-English speaking parents, participating in a program at their children's school can provide an excellent introduction to American society and increase their awareness of other community services available to them.

For many non-English speaking parents, involvement in school activities may be hindered by language barriers, limited schooling, different cultural norms, or a lack of information. These are challenges teachers and administrators must face in implementing parent involvement programs in their schools.

Careful planning is required to meet the challenges in creating a viable program of parent participation. Schools need to indicate their commitment to involving the bilingual or the non-English speaking parents. The practices of the school and the degree to which the involvement of bilingual and non-English speaking parents is taken seriously by educators, will make the difference in whether bilingual and non-English speaking parents actually become involved with their children's schooling. Educators must acquire cultural awareness and sensitivity.

This section suggests effective practices in implementing such a program. It is designed for use by bilingual or ESL teachers, directors, school administrators, and other staff who work with non-English speaking children and their parents.

Parent Needs Assessment

A parent participation program can be effective only if it addresses the needs of the community which it serves. Program planners can ascertain these needs by learning about the parents' backgrounds, concerns, and interests. Understanding these factors will help ensure that the program provides relevant services, responds to widespread interests, and makes use of the valuable resources parents can bring to the program.

Background Information

Background information provides program planners with a general context in which to set program goals. Do certain characteristics of the parent indicate the need for support services in a particular area? Can program planners expect a large number of parents to provide instructional assistance to students?

Some important background factors that should be identified in an initial assessment are:

- Language background of students and their parents. Once language background has been identified, bilingual liaisons or community workers can be used to make contact with parents, if appropriate.
- Cultural values and practices of different linguistic groups. A basic knowledge of various cultures represented in the school is essential to avoid unintentional cultural conflicts. Information on religious holidays or observances, cultural celebrations, and family structures should be obtained.

Parent Attitudes

Parents of linguistically diverse students often have a deep reverence toward the school. In some cultures, teachers and administrators are highly respected professionals, and some parents may be uncertain of how to respond when the program encourages their involvement in school activities.

Work Schedules of Parents

Meeting times should be scheduled when the most parents can attend. If parents work during the day, meetings should be held in the evening. In other cases, parents may be home during the day and find it more convenient to come to meetings at the beginning or end of the school day.

Child Care Needs

Many parents will need babysitting services (probably at the school itself) to be able to attend meetings and other program functions.

Information on Concerns and Interests

Assessing non-English speaking parents' concerns and interests will help program planners set specific objectives for parent participation. Important questions regarding parents' concerns and interests that should be covered in the initial meeting are:

- Parents' concern about their children's academic performance. Some parents do not feel capable of monitoring their children's progress through traditional channels of home-school communications such as report cards, progress reports, and parent-teacher conferences.
- Parents' knowledge or concern about bilingual education and ESL instruction. Many parents are unfamiliar with these programs and may have questions regarding their effectiveness or necessity for their children.
- Parents' ability and willingness to become involved in the school's decision-making processes. Provided with adequate information and opportunities, many parents are eager to become part of school committees and meetings.
- Parents' ability and willingness to provide instructional assistance to their children at home and at school. With proper support, parents can act as home tutors and classroom volunteers.
- Parents' willingness to assist in non-instructional school services. Many parents have skills and resources that are useful in school administrative functions, such as typing, drawing, supervising, translating, interpreting, and providing child-care.
- Parents' interest in their children's school as a source for their own educational advancement. Through adult ESL and vocational programs, schools can engage the interest and participation of non-English speaking parents.

A parent survey form, such as the following sample, can be an effective way to obtain comprehensive information on the target parent population. Such a survey may need to be conducted in the parents' home language and must be sensitive to their cultural norms.

PARENT SURVEY

Sample Questionnaire

We want to provide the best school program possible for your child. To do so, we need your assistance. We would like to know more about your family, how you feel about the school program, and the kind of information you would like us to provide about the school. With this information, we can improve the way we work with you. You can help us develop the program by answering the following questions.

Parent's names:	
Address:	
Phone:	
Children's names:	Grade/Age:

A. Basic Information Questions

1. What language do you generally speak at home with your children? ____________________
   With your spouse? ____

2. What is the most convenient time for you to come to school?
   ____

3. If you wish to participate in school activities, what times would be preferable for you?

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					

4. To participate in parent activities, which would you prefer? (Check all that apply)
   ☐ on-site babysitting ☐ a neighbor to accompany you ☐ an interpreter ☐ transportation

B. Bilingual/ESL Program

		Yes	No
1.	Do you know the purpose of the bilingual/ESL program?	☐	☐
2.	Do you feel the program is helping your child in:		
	reading?	☐	☐
	mathematics?	☐	☐
	English?	☐	☐
3.	Have you ever met with your child's teacher?	☐	☐

C. Interests

		Yes	No
	Would you like to participate in a parent-school program to learn more about:		
1.	the purpose of bilingual education?	☐	☐
2.	what your child learns in school?	☐	☐
3.	how to help your child with schoolwork?	☐	☐
4.	school decision-making activities?	☐	☐
5.	how American schools are different from schools in China, Taiwan, and Hong Kong?	☐	☐
6.	available community resources and services?	☐	☐
	Would you like to:		
7.	visit your child's classes?	☐	☐
8.	come to a meeting to learn more about the school program?	☐	☐
9.	volunteer in the classroom?	☐	☐
10.	participate on a parent advisory committee?	☐	☐
11.	talk to other parents about the program?	☐	☐

After the survey is complete, schools can compile appropriate data for programming decisions. A sample data sheet is included in the following assessment profile.

ASSESSMENT PROFILE

Complete the grid below to ascertain the numbers of interested parents by topics and similarities.

Parent Name:					
Child Name:					
Children's Age	Under 5	5-7	8-11	12-15	15+
Grade Levels	Pre-K	K	1-5	6-8	9-12
Preferred Time for Meeting	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Evening					
Interest Areas	General Information	Parents as Tutor/Learner	Community Services	Active Participation in PAC	

Program Goals and Strategies for Parental Participation

Once parents' backgrounds, concerns, and interests have been identified, program developers can set program goals and select implementation strategies. Remember that some parents will be eager to participate from the start, others less so. If programs are both as relevant and convenient as possible, participation can be maximized.

The following section discusses sample goals and corresponding strategies that may be implemented within any school setting or parent community.

ESTABLISHING THE HOME/SCHOOL PARTNERSHIP

Research has shown that effective parent participation helps improve children's school attendance, academic achievement, and social behavior.

Before some children enter school, their parents have naturally assumed the role of teacher. They have helped their children with language and motor development, as well as with beginning reading, writing, and mathematics skills.

Teachers recognize the importance of establishing a cooperative relationship with the parents of the children they teach. Together teachers and parents work to help children develop confidence in themselves as responsible and productive learners.

- It is essential to begin the home school partnership thoughtfully and to nurture it with awareness and sensitivity. For example, plans and actions need to reflect acceptance of varied family structures and the rich cultural and linguistic diversity represented.
- A warm, caring atmosphere in the school is an invitation to parents. Setting up a Family Room or another special place for parents/caregivers to gather and discuss mutual concerns indicate that they are welcome in the school. If a separate room is not available, information addressed to parents can be posted on a bulletin board near the kindergarten room.

To increase parent participation in school programs and activities through enhanced communication with school personnel, the following strategies should be implemented:

Efforts to make connections with parents should start early in the year. Some schools begin with parent orientation meetings. In others, teachers meet with parents/caregivers for individual conferences. These meetings are used to share information about the first grade program and about the children. They also give the teacher insight into parental expectations and concerns.

Maintain positive communications with parents. Non-English speaking parents often escort their younger children to and from school. Teachers and administrators should use this opportunity to talk with the parents informally.

Communicate directly with parents. Informal meetings with parents can provide additional encouragement to parents, especially those who speak another language and cannot read written notes and announcements sent home with their children.

Familiarize parents with the school building. Holding a special open house or back-to-school night is an excellent way to introduce parents to the school. Once the date for the open house is set, notices should be sent to parents in their home language. School policies can be explained and parents can be encouraged to visit the school, observe classes, and become involved in extracurricular activities.

Provide frequent and flexible opportunities for parent conferences. The parent-teacher conference is one of the most important contacts the school has with parents. It provides parents and teachers with the opportunity to share information about the student's progress and goals. Conferences should emphasize not only difficulties, but the positive aspects of a student's performance.

Promote and provide frequent opportunities for school visits. Parent visits should be scheduled for special events. These visits may coincide with holidays of cultural importance not usually celebrated by American schools. A culture day in the classroom is another possibility. Parents generally enjoy seeing their children perform and may be willing to contribute to a special program by brining a favorite ethnic dish.

Initiate a class parent program. Such a program is an excellent way to involve parents in the class activities. Parents can learn about the school's instructional program, your plans for the class, how to support learning at home, school meetings, conferences, and school activities. The class parent program is an excellent way to make parents feel that their time is valued and well spent.

PARENT/CHILD ACTIVITIES

Here are some parent/child activities that teachers can suggest to parents:

Language/Reading in Every Day Life

- Talk, listen, and respond to your children.
- Encourage dress-up play, doll play, and puppet play. Make believe play is a chance to practice language.
- Simple puppets can be made from materials you have at home (e.g., an old glove or sock, a cup, a cereal box). Use crayons and buttons to decorate.
- Create a puppet play with your child to stimulate creativity and responsibilities.
- When walking or riding down the street, point to words on traffic signs, stores, street signs, etc.
- When shopping in the grocery store, ask your child to find things for you. When the child brings the box or can to you, point to the name on the label and read it.
- Ask your child to tell you a story. Write down what he or she says and read it together. Help your child make pictures about stories he/she has told or heard.
- Read a story or tell a story to your child every day.

Writing in Everyday Life

- Write messages to the children, such as notes of praise or love notes and place them in their lunch boxes.
- Encourage the children to write messages to other relatives, or friends.
- Help the children write their names on pictures and belongings.
- Give the children plenty of the items needed for writing such as scrap paper, pencils, crayons, markers, and chalk.
- Write down what your children tell you about the drawings.
- Have a scavenger hunt. Leave written clues about where things are hidden around the house. Help the children write clues for others to find.
- Write a list of chores or directions for doing specific activities that can be done at home.

Mathematics for Everyday Life

Whenever we deal with relationships among objects, events and people in terms of "how many" and "how much," we are using mathematics. In their interactions with people and things, children deal with math concepts such as numbers, space, measurement, and time.

- Putting away groceries, sorting into categories (e.g., canned goods, fruits).
- Sorting, mixing, counting all kinds of objects inside or outside the home: pennies, stones, buttons, bottle caps, and seeds.
- Setting the table for a number of persons.
- Measuring, stirring, beating, kneading, and rolling items to be cooked.
- Include math ideas in your daily conversations with your child/children. Ask how many, how far, how long, more than, less than, and same or different.
- Describe an item from your pantry. Mention the shape, size, and color of it and have your child bring it to you.

*Favorite Children's Books**

Here is a list of favorite children's books to share with parents:

Clifton, Lucille. *My Friend Jacob.* New York: Dutton, 1980.

Feelings, Muriel. *Jambo Means Hello: Swahili Alphabet Book.* New York: Dial Books for Young Readers, 1981.

Flack, Marjorie. *Story About Ping.* New York: Penguin, 1977.

Greenfield, Eloise. *Honey, I Love: And Other Love Poems.* New York: Harper & Row, 1978.

— *Grandma's Joy.* New York: Putnam, 1940.

Goennel, Heidi. *When I Grow Up.* Boston: Little, Brown, 1987.

Keller, Beverly. *When Mother Got the Flu.* New York: Putnam, 1984.

Lee, Jeanne. *Toad Is the Uncle of Heaven: A Vietnamese Folktale.* New York: Holt, 1985.

Lexan, Joan. *Emily & the Klunky Baby & the Dog Next Door.* New York: Dial Books for Young Readers, 1972.

Lobel, Arnold. *Ming Lo Moves the Mountain.* New York: Greenwillow, 1982.

Mosel, Arlene. *Tikki, Tikki, Tembo.* New York: Holt, 1968.

Newton, Patricia. *The Five Sparrows: A Japanese Folktale.* New York: Atheneum, 1982.

Rylant, Cynthia. *Birthday Presents.* New York: Orchard, 1987.

Steptoe, John. *Mufaro's Beautiful Daughters.* New York: Lothrop, Lee & Shepard, 1987.

Simon, Norma. *Nobody's Perfect, Not Even My Mother.* Niles, IL: Whitman, 1981.

Walter, Mildred. *My Mama Needs Me.* New York: Lothrop, Lee & Shepard, 1983.

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* Prepared by: Frances Falon, elementary school librarian (retired).

*Books about Children's Literature***

Notable Children's Books 1988. Pamphlet keeps you current on new books; send 50 cents and a self-addressed, stamped envelope to ALA Service to Children, 50 East Huron Street, Chicago, IL 60611.

Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage, $6.95. Study in the psychological value of stories for children.

Cott, Jonathan. *Pipers at the Gates of Dawn: The Wisdom of Children's Literature*. New York: McGraw-Hill, $8.95. Essays/interviews explore the lives and work of Dr. Seuss, Maurice Sendak, William Steig, Astrid Lindgren, and others.

Kobrin, Beverly. *Eyeopeners! How to Choose and Use Children's Books About Real People, Places and Things.* New York: Viking Penguin, $7.95. Includes an annotated list of more than 500 books, organized by subject.

Lipson, Eden Ross. *The New York Times Parent's Guide to the Best Books for Children*. New York: Times Books, $12.95. An authoritative reference that lists almost 1,000 children's books annotated and indexed in 34 ways.

Trelease, Jim. *The New Read-Aloud Handbook*. New York: Penguin, $9.95. Publication includes an annotated guide to more than 300 of the best children's books.

Wilford, Sara. *Tough Topics: A Guide for Using Books to Help Parents Talk with Children about Life Issues and Problems* . Excellent booklet lists books on adoption, death, drugs, sex, and other difficult subjects for children from 3 to 12; free from Waldenbooks, PR 61, P.O. Box 10218, Stamford, CT 06904.

Resources for Parents from the International Reading Association

Parents frequently ask for early childhood resource books and information. Listed below are some resources from the International Reading Association (IRA).

Books

Boehnlein, Mary M., and Beth H. Hagar. *Children, Parents, and Reading*. No. 341, $5.75; IRA members, $4.25.

Jalongo, Mary Renck. *Young Children and Picture Books: Literature from Infancy to Six*. Published by NAEYC and co-distributed by IRA. No. 634, $10.00; IRA members, $9.00

Stoll, Donald R., Ed. *Magazines for Children*. Co-published by IRA and EDPRESS. No. 153, $5.25; IRA members, $3.50.

To order, send your check to International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139, USA. Please specify both title and publication number when ordering.

**Prices quoted are for softcover editions as of January 1991.

FORMAL AND INFORMAL REPORTING

Throughout the school year, teachers may use moments at the beginning and end of each day to speak with parents informally as they arrive at school or await dismissal. The teacher's spontaneous and positive comments can help parents become aware of daily plans, ongoing activities, and children's progress. In turn, the parent can share the child's experiences at home. And the child will know that people care! Teachers should make every effort to be specific and non-judgmental at these times.

Planned personal conferences between the teacher and parents/caregivers of individual children are essential. When parents cannot come to school, a telephone conference may help. However, planned discussions with each parent should supplement informal "at the school door" conversations. At the planned conference, both teacher and parent share valuable information about the child. Some suggestions for the teacher follow:

- Encourage visits from non-English-speaking parents by sending home notices in their language or use interpreters.
- Start on a positive note.
- Be a good listener.
- Encourage and allow parents to share only information they are comfortable discussing.
- Avoid confrontations and topics that may be unproductive.
- Allow time for questions.
- Avoid comparisons with other children.

Topics You May Wish to Discuss

- Child's health and developmental history.
- Child's previous group experiences and play patterns.
- Child's interests at home.
- Child's adjustment to school.
- Class program and goals.
- Uniqueness of the child.
- Special language concerns, if appropriate.
- Parental role in supporting child development/learning.
- Parent involvement in school/class.
- Child's progress in terms of class program and goals.
- Child's special abilities and talents.
- Child's needs and planned teaching strategies.
- School's instructional reading, math, science, social studies, and other curricula.

The Report Card

The first grade progress report/report card is a more formal way of communicating with parents. It may be issued several times during the year, depending on the decision of individual school districts. The purpose of the report card is to share in writing the following information about each child:

- personal and social development.
- physical development.
- intellectual development.
- creative expression.
- communication skills.
- attendance.
- special health needs.

It is important to exercise sensitivity when writing comments on report cards. Statements that emphasize children's strengths will help:

- maintain positive relations with parents.
- parents to guide their children's development.
- build better home/school connections.

During the fall and spring reporting periods, planned parent-teacher conferences complement the written reports. Therefore, whenever possible, parents should be invited to discuss the written report with the teacher. At these times, it is suggested that the teacher have available a folder containing samples of the child's work. A summary of the highlights of the conference by both parent and teacher can serve to clarify points shared.

*Topics for Parent-Teacher Conferences**

Information the teacher can provide to the parent:	Information the parent can provide to the teacher:
• The child's academic and social behavior at school. • Areas of strength and weakness in various academic and content areas. • Independent and guided work habits. • Relationships with teachers and other students. • Self-discipline and response to guidance. • Ideas to help the child's academic performance. • School policy on discipline. • The need for parental cooperation both in and out of the classroom. • The important role that parents play in the early learning years.	• Activities they do not want their child to participate in. • How much time is spent with the child in family activities. • Their expectations for the child at schools. • The type of discipline the child responds to. • The child's interests and hobbies. • Daily activities, television habits, children's games. • The child's general behavior at home.

Do's and Don'ts About Informing Parents of Children's School Progress

Typically parents are eager to gain information regarding their child's performance. Teachers must provide accurate and relevant information in a sensitive manner. Following are some *do's* and *don'ts* for informing parents about children's progress in school.

Do:

- Organize information into broad categories.
- Begin with positive information.
- Cite specific examples to make your point.
- Encourage parents to discuss and clarify as needed.
- Have dated examples of students' work available.
- Explain how instruction is individualized and how progress is evaluated.

Don't:

- Overwhelm parents with too much detailed information.
- Use educational jargon.
- Be evasive. If you don't know the answer to a question, say so.
- Defend an archaic grading system. If it's school policy, say so. If it's yours, change it!
- Predict life success from any data.
- Describe your problems to the parent.

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* Santa Cruz Bilingual Education Design. *A Teacher Training System Component: Parent and Community Involvement.* University of Arizona, Tucson, AZ, 1980.

SECTION VI: SOCIETAL CONCERNS

CHILDREN WITH SPECIAL NEEDS

The grade one teacher prepares a stimulating yet structured environment designed to foster the academic, physical, and emotional growth of each child. Instruction is multicultural in scope, broad in its themes of study, and varied in its use of sensory experiences. The teacher challenges the children's natural curiosity and is mindful of individual learning styles and rates of development.

Often, children will develop some skills faster than others. For example, a child may display good communication and social interaction skills with peers, and at the same time experience difficulties with fine motor and/or gross motor activities. However, most of the children's abilities will cluster around the six- to seven-year-old developmental stages. A few may benefit from Type III enrichment activities (See Educational Enrichment — Excellence for Everyone below). Some children may have special needs that require alternative teaching strategies and modified instruction. These needs may stem from:

- specific health problems
- language processing difficulties
- physical disabilities
- learning problems
- difficulties in adjusting emotionally

Children with special needs may exhibit one or more behavioral characteristics which are typical in younger children, such as repetitive speech patterns, continual movement, negative self-assertion, or poor impulse control. In those cases, the teacher may want to choose a broad range of activities to enhance both self-esteem and learning potential.

The grade one classroom environment extends the children's initial concepts of the self beyond the accumulated experiences of the home and promotes continued opportunities for positive interactions within a larger social framework. The teacher, as role model, conveys the message to the children that, regardless of outward appearances or abilities, they are valuable human beings to be treated with dignity and respect. Desirable modes of behavior, which the children can imitate, are demonstrated. These include:

- **Concern for the Feelings of Others**
  The teacher's friendly "Good Morning," smile, choice of words, tone of voice, and facial and bodily expressions set the tone for the day. Minor mishaps and infractions of rules are corrected quietly or privately whenever possible.
- **Acceptance of Individual Differences**
  Children may notice differences in each other's abilities and appearance. The teacher responds matter-of-factly: "Yes, Kim needs a quiet place to calm down"; "Rowena, try this easier puzzle first"; "I need my glasses when I read. Glasses help me see the small print better." Youngsters learn in a non-threatening atmosphere that it's okay to have special needs.
- **Support for the Insecure**
  For those who are afraid of failure or have previously been ridiculed, the teacher's availability and encouragement will provide welcome support for faltering first steps. "I'm here to help you"; "Just try your best"; "This book is a special story just for you"; "If you need help, Carlos might be able to help you." Simple statements like these may boost the disheartened youngster to renewed efforts.

INDIVIDUAL ASSESSMENT OF SPECIAL NEEDS

Finding the time for individual assessment of a child with special needs while continuing the scheduled activities of the grade one classroom may, at first, appear to be an overwhelming task. However, the teacher can register specific needs and pinpoint the most effective modes of instruction while maintaining the regular flow of full-group activities.

The Special Education Training and Resource Center (SETRC) lists five developmental steps which can be adapted to teach any concept. Reference to these steps will aid in the assessment and planning of developmentally appropriate materials and activities for children with special needs.

Developmental Learning/ Teaching of Concepts

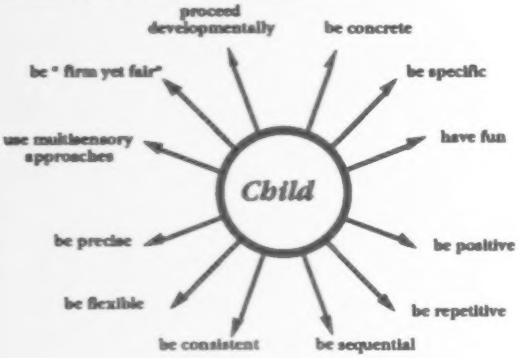
1. **Direct Experience:** The introduction of new concepts begins with the physical *manipulation of real objects* in the child's immediate environment (such as tables, chairs, books, etc.). Using oral language, children describe their explorations with the materials.
2. **Concrete Materials:** The second phase involves varied interactions with *manipulatives* (toys, flannelboard pieces, games, puppets, etc.) concurrently with the use of oral language. Children are encouraged to retell of stories using manipulatives.
3. **Representational Material:** The third phase uses *two dimensional materials*, such as photographs, films, and filmstrips, to further reinforce the concept being learned. Children are encouraged to describe the process verbally.
4. **Abstract Material:** The fourth phase utilizes only *abstract symbols* (letters/words) to illustrate the language process. This can include picture/word cards, games, library books. Children use oral language to describe the activity.
5. **Extending Concepts:** During the fifth phase, the children can be provided with *many opportunities to apply the newly learned concepts* in a variety of contexts, using oral language concurrently (sentences, stories, games, wipe-off cards, sequencing story events on sentence strips).

Assessment of Developmental Stages of Learning

Child's Name: Tania				
Activity: Story Time: Teacher reads *Peter's Chair* by Ezra Keats				
DEVELOPMENT STAGE PREFERRED BY CHILD				
I. Direct Experience	**II. Concrete Materials**	**III. Representational Material**	**IV. Abstract Material**	**V. Extending Concepts**
Child places chairs around the table in house-keeping center.	Child arranges toy chairs in doll house.	Child finds pictures of chairs in a furniture catalogue.	Child matches word card to chair.	Child expands III and IV; makes a picture story about chairs; "writes" words and sentences about chairs; retells the story.

Children with special needs will generally prefer, and benefit from, many reality-based experiences that are reinforced through the use of concrete manipulative materials. The child will begin to imitate the oral labels and descriptions the teacher assigns to objects and experiences in a manner similar to the process of speech acquisition by an infant in the home. Additional techniques are outlined on the following chart:

Techniques for Working with Special-Needs Children



In addition to observing the child's needs, areas of strength, and interests, the teacher may want to:

- meet with the child's parent(s).
- review the child's current health record.
- confer with the former teacher (if child attended a preschool class).
- confer with the guidance counselor.
- confer with the school supervisor

SUGGESTED TEACHING STRATEGIES

Proceed Developmentally

- Be realistic and flexible in your expectations of the child's development.
- Think in terms of the child's developmental age, not the child's chronological age.
- Use task analysis to present activities. (Tasks may be broken down into component parts and taught in step-by-step sequence.)
- Make sure that activities are a challenge and are not frustrating.

Be Sequential

- Start with what the child can do: move from the known, simple, and easy to the more difficult and complex.
- Build complexity very gradually.
- Plan activities based on the following progression: from concrete experiences (object/motor/language) to representational experiences (pictures) to symbolic experiences (verbal and written symbols).

Use Multisensory Approaches

Provide a variety of different activities and materials, e.g., paints, manipulative materials, clay, creative dramatics, music, block-building, movement, cooking, listening to stories.

Be Flexible

- Provide adequate time for the child to complete tasks and participate in group activities.
- Allow the child to engage in an activity that is different than that of the rest of the class:
  - — The child may choose to paint while group is listening to a story.
  - — The child may choose to sit quietly and look at a book while other children engage in active play.
- Allow for individual rates and styles of learning.
- Give the child space to make limited choices during the day.

Be Repetitive

- Allow the child to repeat an activity several times.
- Present a variety of activities to let the child practice a skill.
- Repeat instructions when necessary.

Be Concrete

- Accompany verbal directions with hand gestures, body movement, objects, or pictures.
- "Walk" the child through a new activity or a new routine.
- Provide a wide variety of physical activities.
- Use physical prompting when teaching a new skill. Manually guide the child through the activity, gradually withdrawing the physical guidance as the child gains confidence and competence.
- Use modeling and imitation: the child attends (looks and listens) as the teacher performs the desired behavior, which the child then imitates.

Be Specific

- Provide a clear structure for each activity:
  - — Let the child know what will be expected by setting limits.
  - — Let the child know the sequence of the activity—preferably through the use of pictures.
  - — Give clear cues for the child to recognize when the activity begins and when it ends, e.g., "When you have paper and crayons, you can begin to draw." Or (using a timer) "When the bell rings we will put the blocks away."

Be Consistent

- When setting a limit, be clear about the consequence if the child does not stay within that limit. For example: A child spits at another child. Teacher says: "If you are angry you may tell him, 'I am angry. Leave me alone.' But you may not spit at him. If you do you'll have to leave the block area and sit in your seat." The child continues to spit. The teacher then removes the child from the block area, even though the child is screaming and kicking and says "I'm sorry. I won't do it again." The teacher sits the child in a chair, and explains why the child is not going to be working in the block area that day.

Be Positive

- Develop and nurture a positive attitude in the child: "I can do," "I can learn."
- Recognize and praise small efforts.
- Reinforce responses which come close to achieving the desired behavior.
- Use preventive techniques in dealing with management problems:
  - — Recognize when the child is behaving appropriately and reward immediately.
  - — Verbalize what the child is doing right.
- During an activity:
  - — address the child by name.
  - — stand or sit next to or close to the child.
  - — maintain eye contact periodically to keep the child's attention on the task.
- Avoid potential "trouble situations" such as:
  - — asking the child to wait for a long time.
  - — requiring the child to be silent for a long time.
  - — presenting abrupt changes in routines or activities.
- Use positive contingencies to set limits:
  - — "When you put the blocks away, then you can go to the yard."
  - — "When you sit down, then you can mix the cake batter."
  - — "Put the blocks away, then go outside."
  - — "First sit down, then blow bubbles."

Be "Firm Yet Fair"

- Give reasons for acceptable and unacceptable behaviors, e.g., "Put a smock on before you paint so your shirt will not get paint on it."
- Explain to the child the reasons behind decisions you make, e.g., "We are playing inside today because it is raining."
- Set limits appropriate to the developmental needs of the child.

Be Precise

- Use clear language.
- Limit the amount of words in your directions.
- Be descriptive in your praise and appropriate to the situation:
  - — "You did a good job in cleaning up the art area. You washed all the brushes."
  - — "You worked very hard buttoning your coat."
  - — "You remembered to look at each puzzle piece as you worked."

Have Fun

- Allow the child to learn through exploring, experimenting, and discovering.
- Provide many opportunities for peer modeling:

  - The child observes and then assists another child in building a tower of blocks.
  - The child and two of the child's peers set the table for snack time.
- Plan activities which encourage the child to use learned skills in a meaningful way:
  - The child participates in cooking experiences to reinforce an increasing ability to follow directions.
  - The child pours juice for the class at snack time to improve eye-hand coordination.

Modify the Learning Environment

With an understanding and a respect for the individuality of each child, the teacher plans a curriculum to enhance each child's learning. In meeting the special educational needs of these children, the teacher may have to:

- modify the schedule or specific aspects of the learning environment.
- try alternative teaching strategies.

When modifying and adapting an activity to meet the child's special needs, the teacher incorporates what the child can do and what motivates the child to learn.

An example of how this can be done is illustrated below.

Suggested Modification to a Daily Schedule (8:40 A.M. - 3:00 P.M.)

Arrival, Informal Conversation

Activity:	Children look at books while awaiting classmates.
If:	the child enjoys looking at books but gets distracted on the way to the library area and disrupts the other children's reading activity
Then:	provide the child with a story box (containing a selection of four books, which are changed periodically). The child selects reading material from the story box, available at the child's table, rather than going to the library.
Activity:	Class meeting to discuss the day, the weather.
If:	the child has difficulty in identifying objects, but is able to imitate ...
Then:	during discussion about appropriate clothing and the weather, have the child imitate (on self) as the teacher or another child points to clothing items.
Activity:	Plan the day's activities.
If:	the child shows difficulty adjusting to new situations ...
Then:	prepare the child for any changes that may be occurring during the day by discussing what's going to happen and, if possible, why things will be different on this day.

Direct Instruction Activity

Activity:	Sound Game—Auditory Discrimination
If:	the child has difficulty in recalling the name of an object but is able to identify the sound the object makes ...
Then:	present four realistic pictures of objects or the actual objects as the child listens to a sound. Child can point to the picture or object which makes that sound. Teacher names the object, child repeats the name.

Learning Centers

Activity:	Children work at learning centers.
If:	the child has difficulty in making choices but has a variety of interests ...
Then:	present the child with only two choices at a time based on the child's interest, e.g., "Do you want to work at the water table or in the block area?"

Discussion

If: the child speaks only in one- or two-word phrases but seems eager to contribute to the group's discussion ...

Then: listen attentively, provide ample time for the child to speak, and expand on the child's utterances:

C: "Blocks."

T: "Yes, Anna, you worked with the blocks."

C: "Fall down."

T: "You built a tower and it fell down."

C: "Mario build."

T: "Mario and you built the tower up again."

C: "Yeah, up, up."

T: "You and Mario built a tall tower."

Finger play

If: the child engages in repetitive movements or mannerisms but is unable to sit with the group ...

Then: have the teacher or educational assistant sit next to the child and:

- verbally reward the child whenever the child is participating appropriately in the activity.
- intervene physically by guiding the child to move in the appropriate way.
- intervene verbally by signalling the child to focus on the task, e.g., "Sam, put your hands on your head."

Active Play
Indoors or outdoors—circle games

If: the child has difficulty in following simple directions but has the motor skills to participate in the activity ...

Then:

- limit the amount of words in the verbal direction, e.g., "Catch ball. Throw ball." "Hold hands and jump."
- accompany verbal message with hand or body gestures.
- place child near you for closer guidance.

Prepare for Lunch/Snack

If: the child has difficulty with motor coordination but understands and is able to follow verbal directions ...

Then: use verbal directions to guide the child through the movements of the activity.

Quiet Time and Rest
Children look at books, listen to music.

If: the child is easily distracted and disruptive ...

Then: select a quiet area for the child to rest, away from the other children and from any easily accessible materials.

Music
Rhythms, Rhythm Instruments.

If: the child has marked lack of impulse control, but shows an interest and enjoyment in music...

Then: set clear limits and contingencies.

- follow through with contingency if the child does not behave within the stated limit.
- don't overwhelm the child by too much talk and an overload of materials. Frequently praise the child's positive behavior during the activity.

Work Period

Preparation of simple experience chart. Construction of pupil-made books.

If: the child is easily frustrated and requires close adult supervision to carry out construction of the book ...

Then:

- allow child to engage in a related activity, e.g., independently looking at books, or drawing, until you or your educational assistant can work with the child on an individual basis.
- use task analysis to present activity in sequential steps.
- anticipate which particular step the child might find difficult to do. Then, modify the activity.

Snack Time

If: the child has difficulty in taking turns...

Then:

- model turn-taking behavior.
- limit waiting time.
- praise the child for waiting.

Story Time/Discussion

Discussion about story and sequence of events in story. Evaluation of day's activities. Drawing pictures illustrating the day's activities.

If: the child has a short attention span for group discussion time, but is able to engage in independent work...

Then: after the story is read, allow child to engage independently in a related activity, e.g., drawing pictures based on the story, working with sequence picture puzzles, pasting pictures from a magazine.

Prepare for Dismissal

If: the child lacks self-help skills, but responds well to peer interactions...

Then: set up a rotating buddy system, where the child is assisted by a classmate in buttoning, zipping or snapping an outer garment.

When the child does not benefit from all the alternative strategies, and the difficulties persist, the teacher should consider whether the child may have a handicapping condition that is interfering with educational performance. **The most important decision a teacher can make about a young child is the decision to refer.** Since a referral leads to evaluation for special education, the teacher must be *sure* that the child's difficulties are not part of normal development which can be handled in the grade one classroom with some modification of the curriculum. Before a referral is made, the teacher should consult with the principal and/or immediate supervisor to discuss every resource which can be used to support the child in general education. If the teacher suspects the child has a handicapping condition, a referral can be made to the Committee on Special Education (CSE) according to established procedures. Once a referral is made and parental consent for evaluation is obtained, the child will be evaluated by the School-Based Support Team (SBST).

While awaiting the evaluation, the teacher continues instruction, making adaptations where appropriate and documenting any changes in the child's behavior. These notations will be vital to the process of identifying the most appropriate classroom setting for each child's individual needs.

ALCOHOL, DRUG, AND SUBSTANCE ABUSE

To meet the diverse needs of the children and to enlighten rather than frighten them, the teacher may initially present whole-group instruction directly related to Learning Experience IV: My Face and My Body, in the theme "Families." (See *Section IV*) The learning centers can be used for individual or small-group instruction and for activities which reinforce the theme while integrating all the curriculum areas. The performance objectives of the lesson include:

- identification of *healthy foods*.
- identification of *dangerous substances* which should not get into the body.
- identification of *unknown substances* as potentially dangerous.
- identification of *trusted adults* who can be asked whenever there is doubt regarding a substance.

Healthy Foods

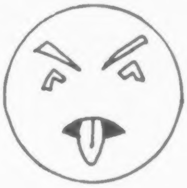
Ongoing lessons about healthy foods can be incorporated into the first grade program. The teacher may:

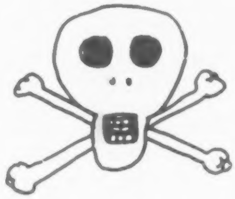
- show pictures or empty containers of suggested nutritious foods which the children can be asked to identify.
- use lunch time to foster discussion of healthy foods.

Dangerous Substances

Many of the children may have already been warned by trusted adults to stay away from the dangerous substances that are used for household cleaning. The teacher uses pictures or empty bleach, cleanser, or detergent containers to emphasize that these are dangerous substances when they get inside of the body.

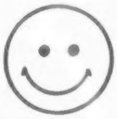
The symbols of Mr. Yuck and the Skull and Crossbones may be introduced at this time.



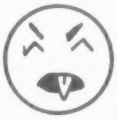


The children learn to interpret these symbols as danger signs which warn, "Poison, Keep Away!" In addition, they learn two rules regarding medicine:

Medicine Is...



Good for the body when a trusted adult gives it to you. The doctor tells the trusted adult when to give you the medicine and how much medicine you need.



Bad for the body at all other times. Never take medicine unless a trusted adult gives it to you.

Unknown Substances

Once the children are able to distinguish both healthful foods and dangerous substances, the teacher introduces *unknown substances* which may or may not be dangerous for the body.

Springboard questions are asked:

— How many of you have younger brothers and sisters at home?

— What are some of the things you do to keep them safe?

— We talked about eating things that are good for your bodies. Do babies and toddlers know what is good for them to eat?

• Adapted from *Growing Healthy in New York City: Kindergarten*, N.Y.C. Academy of Medicine - N.Y.C. Bd of Ed. National - Center for Health Education

The teacher may follow these questions with comments and questions like these:

- Babies and toddlers need trusted adults to teach them what is good and bad for their bodies. Sometimes even boys and girls in first grade may not be sure if something is good for their bodies. When you do not know what something is, or are not sure, it is an *unknown substance*.
- Use your *eyes only* whenever you are trying to name an unknown substance. *Touching, smelling, or putting an unknown substance in your mouth may be dangerous.*
- *Ask a trusted adult about all unknown substances.*

Trusted Adults

Continuing discussions will extend understandings:

- Trusted adults may include your parents, caregivers, teachers and the other familiar adults whom you know, trust, and love.
- Trusted adults are concerned about keeping you from harm.
- A trusted adult never asks you to keep a secret about anything that has been done to hurt you or anything that makes you feel uncomfortable.
- Who are the trusted adults that you know? How do you know they can be trusted?

Individualized or Small-Group Lessons for the Learning Centers

The teacher may choose to introduce in the learning centers concepts related to the following unknown substances:

- Unknown Leafy Substances
- Unknown White Powdery Substances

Important: If the children do not bring up drug abuse, use the lesson as presented. If reference is made to marijuana, cocaine, crack, or other drugs, it may be helpful to explain that people who buy and use drugs are putting themselves in danger . . . *All drugs, unless prescribed by a doctor, are dangerous.*

- Unknown Leafy Substances:
  On a small piece of white tissue paper (like curler endpaper), the teacher places a few pinches of oregano (tea leaves or crushed bay leaves may be substituted).

OR

- Unknown White Powdery Substances:
  The teacher uses a metal teaspoon to place a small amount of each of three unknown white powdery substances (flour, salt, sugar) on three small pieces of aluminum foil.

Understandings can be assessed by questions like the following:

— Do you know what this unknown substance is?
— Are you sure?
— Is this unknown substance "good" or "dangerous" for your body?
— Whom should you ask if you do not know or if you are not sure about the substance?
— Who are the trusted adults that you know?
— Why can you trust these adults?

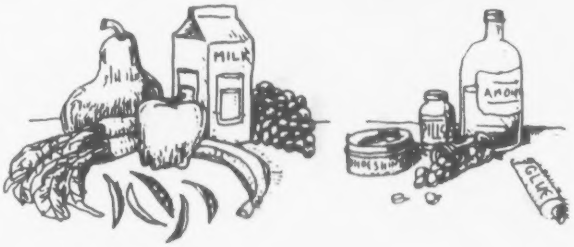
Important: The teacher is a careful listener and observer of children. If there is ever reasonable cause to suspect that a child has been abused, mistreated, or neglected, whether due to drug or alcohol abuse or otherwise, the Principal is notified immediately.

Suggested Independent Activities for the Learning Center

Beginning Writing

Children may be invited to:

- create labels for or draw pictures of: healthy foods or dangerous substances
- "Write" the names of trusted adults.



Dramatic Play

Children may be encouraged to:

- pretend to be a mother, father, or another grown-up at home, who is preparing a healthy meal for the family.
- pretend to be a grown-up whose child has found a dangerous or unknown substance. "What will you tell your child?"

Art

Children may wish to:

- Draw, paint, or make a collage about:
  - — Mr. Smiley and healthy food.
  - — Mr. Yuck and dangerous substances.
  - — trusted adults whom they know.
- Create posters:
  - — to encourage the eating of healthy foods.
  - — to warn against dangerous substances.
  - — to encourage seeking help from trusted adults.

A Commitment...

The New York City Public Schools recognizes the critical situation facing our society due to the magnitude of substance abuse. The consequences of drug and alcohol abuse have affected the very fabric of our children's lives, as well as that of their families and our communities. It is therefore a vital responsibility of the school system to provide a citywide program of cognitive and affective substance abuse education, prevention and intervention services to help all children realize their full potential. This effort must be a collaborative one utilizing the skills and resources of the entire school system with outreach to parents and the community.*

The real difference in the drug epidemic will be made by each individual and by educators in particular. How educators respond to other people's drug use, the attitudes they express, and the example they set may have the power to influence others. The teacher, as a drug-free person who does not escape reality but works to make it better, makes a powerful statement to society.**

YOUNG CHILDREN PRENATALLY EXPOSED TO DRUGS/ALCOHOL

Characteristics of Children Prenatally Exposed to Drugs/Alcohol

There is no "typical profile" of a drug-exposed child, and as such each child must be educated as an individual. Because the effects of prenatal drug/alcohol use on children are varied, the continuum of impairment can range from minimal symptomology to severe impairment in all areas of the child's development. Characteristic behaviors include a heightened response to internal and external stimuli, irritability, agitation, tremors, hyperactivity, speech and language delays, poor task organization and processing difficulties, problems related to attachment and separation, poor social and play skills, and motor development delays.

While organic deficits caused by prenatal exposure to drugs (PED) cannot always be remedied, and while immunity against adverse child-rearing conditions cannot always be created, high-quality child/family intervention services can significantly improve a child's self-esteem, self-control, and ability to solve problems in the real world.

Basic Assumptions When Working with PED Children

- Facilitating a home/school partnership is an essential part of the curriculum.
- Each child and family must be viewed as individuals with particular strengths and vulnerabilities; attempting to list common characteristics for both children and mothers hides unique strengths and vulnerabilities of each mother-child relationship.
- These children are more alike than different from their typical peers.
- Prenatal drug exposure can cause a continuum of impairments, from severe handicapping conditions to risk factors; however, there is no "typical profile."
- Children show a pattern of performance that is often inconsistent and unpredictable; they "sporadically" master skills.

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* Chancellor's Memorandum No. 22, 1988-1989

** *Cocaine And Crack - What You Need to Know.* A. M. Washton and D. Boundy. Hillside, NY: 1989. Enslow Publishing Inc.

- Behaviors seen are the result of a constellation of risk factors resulting from possible organic damage, early insecure attachment patterns, and often, ongoing environmental instability.
- Intervention strategies, to be effective, must attempt to counteract prenatal risk factors and stressful life events; protective factors and facilitative processes must be built into classroom activities.
- Better coping skills require increased self-esteem, self-control, and problem-solving abilities.
- Program intervention is best achieved when all professionals concerned with the family have regularly scheduled times to meet and plan.
- Research has shown that the progress of children at risk is enhanced when they are placed in predictable, secure, and stable environments where they can form attachments with nurturing, caring adults, e.g., teachers, babysitters.

*Facilitative Process to Be Built into a Classroom for PED Children**

- Respect: adults must be respectful of children's work and play space.
- Attachment: a major goal for each child is to develop an attachment to one of the adults in the classroom.
- Feelings: feelings are real, important, and legitimate; children behave and misbehave for a reason, even if it cannot be figured out.
- Mutual discussion: talking about behavior and feelings with empathy rather than with judgment validates the child's experiences and sets up an accepting atmosphere.
- Role model: teachers need to model behavior that is appropriate for children to imitate.
- Peer sensitivity: until children have the experience of having their own needs repeatedly and consistently met, they will not become aware of the needs and feelings of others.
- Decision making: teachers need to recognize the importance of, and provide many opportunities for, allowing children to make decisions for themselves.

Goals of PED Programs

1. To develop effective strategies and provide structured learning experiences to promote the cognitive, communicative, psychosocial, and motor development of children prenatally exposed to drugs/alcohol.
2. To facilitate the successful transition of PED children to a regular education setting or to the least restrictive special education program placement.
3. To promote a better understanding of young children who have been prenatally exposed to drugs/alcohol and who are at risk for school failure.

Philosophy of Program

The behaviors seen in children prenatally exposed to drugs/alcohol are the result of a constellation of risk factors resulting from possible organic damage, early insecure attachment patterns, and often, ongoing environmental instability. The child is particularly vulnerable to many kinds of stress that affect daily living. The extremes observed in a child's behavior, from passivity to hyperactivity, apathy to aggression, indiscriminate trust to extreme fear and suspicion, must be understood in the context of each child's experience.

Research has shown that the progress of a child at risk is more favorable when the child is placed in a predictable, secure, and stable environment. Early positive, responsive care is crucial for the child's emotional and cognitive well-being. Establishing a strong bond with each child through understanding and acceptance is a teacher's major priority. Only in the context of a strong attachment will a child's true potential be realized.

Intervention strategies must attempt to counteract prenatal risk factors and stressful life events. To accomplish this the teacher must build in protective factors within the classroom environment and provide ways for young children to cope appropriately with stress. Self-esteem, self-control and problem-solving mastery are best achieved when protective factors are coupled with a facilitative approach in the acquisition of better coping skills. These protective and facilitative processes are similar to those built into any good early childhood program, but because children prenatally exposed to drugs/alcohol are more vulnerable, these program components are essential.

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* Adapted from: "Today's Challenge: Teaching Strategies for Working With Young Children Prenatally Exposed to Drugs/Alcohol"

The following are protective factors to be built into a classroom for at-risk children:

- **Curriculum.** Curriculum is viewed as the children's total experience from the time they leave for school until they return. Children at risk need a developmentally appropriate curriculum designed to promote feelings of competency and motivation for new learning. Such a curriculum fosters "learning by doing" through interaction, exploration, and play in a context that is interesting and relevant.
- **Play.** Children at risk need extended periods of play. Through play, children learn how to learn, to explore and manipulate the environment, to cope with the perplexities of life experiences, to express feelings, and to become symbolic thinkers. Adults can facilitate children's play by furnishing props, making suggestions, and asking questions to clarify and elaborate. When an adult participates in a child's play by sharing and encouraging, the child is reassured that the play is valid and meaningful and that the solutions reached during play are important.
- **Adult-Child Ratio.** Children at risk need a setting in which the adult-child ratio is high enough to promote attachment, predictability, nurturing and ongoing assistance in learning appropriate coping skills.
- **Flexible Room Environment.** Children at risk need a setting in which classroom materials and equipment can be removed to reduce stimuli, or added to enrich the activity.
- **Transition Time Plans.** Children at risk need a setting in which transition time is seen as an activity in and of itself and as such has a beginning, middle, and end. Teachers prepare for transition time in recognition of the fact that it is one of the best times of the day to teach the child how to prepare for and cope with change and ambivalence.
- **Routines and Rituals.** Children at risk need a predictable setting that provides continuity and reliability. Consistent routines, rituals, and activities strengthen children's self-control and sense of mastery over the environment. Not all professionals (speech and language therapists, psychologists, social workers) come into the classroom weekly to interact with the children. These adults should develop a routine for reintroducing themselves and predicting for the children when they will appear again. Consistent personnel who help children understand the visiting adult's schedule enhance a child's sense of security.
- **Classroom Rules.** Children at risk need a setting in which the number of explicitly stated rules are limited. By limiting classroom rules, children are encouraged to explore and actively engage in their social and physical environment. While it is possible to set specific objectives by relying on rules to control the child, it may be at the expense of the child's intrinsic motivation, problem-solving capacity and self-mastery.
- **Observation and Assessment.** Children at risk need comprehensive assessment. While monitoring skill acquisition in the areas of language, social, emotional, cognitive, and motor development is necessary, these alone do not constitute an adequate assessment of the child's progress. The manner in which the child uses these skills during

play, at transition time, and while engaged in self-help activities is equally important. Close observation of a child's behavior at these times allows teachers to understand how the child experiences stress, relieves tension, copes with obstacles, and reacts to change. It also provides valuable information on how the child uses peers and adults to meet needs and solve problems.

The following are facilitative processes to be built into a classroom for children prenatally exposed to drugs.

- **Respect.** Children at risk need a setting composed of nurturing adults who are respectful of children's work and play space and who do not make unrealistic demands or unpredictably appear and disappear.
- **Attachment.** Children at risk need a teacher who accepts that the child's history is composed of both positive and negative experiences. It is assumed that high-risk children may have a history of poor attachments and lack of trust. The degree to which a child comes to trust the world depends, to a great extent, upon the quality of care received. Care that is inconsistent, inadequate, or rejecting fosters mistrust, fear, suspicion, apathy, and anger toward the world and toward others. These feelings will carry through to later stages of development.
- **Feelings.** Children at risk need a teacher who accepts that children have negative and positive feelings. Feelings are real, important, and legitimate. Children behave and misbehave for a reason, even if that reason cannot be figured out. In responding to a misbehaving child, teachers' first priority should be to acknowledge what the child seems to want before they deal with the misbehavior. Doing so allows the child to recognize that feelings are real and valid. Being understood facilitates self-esteem and promotes a willingness to function within prescribed limits.

  Children respond to stress (internal or external) in a variety of ways. Individual children may show various responses to the same stressful events. Teachers should develop a sensitivity to the particular meanings that different stressors may have for the individual child and should not have a predetermined set of expectations for or responses to the child's behavior.
- **Mutual Discussion.** Children at risk need a teacher who acknowledges that children's behavior, feelings, and experiences are open to mutual discussion. Talking about behavior and feelings (with empathy rather than judgment) validates the child experiences and sets up an accepting atmosphere. Permission to have these feelings leads to the increased ability to distinguish between wishes and fantasies on the one hand, and reality on the other. Verbal expression allows the child to integrate past and present events into a total experience. This integrating process leads to the child's increased ability to modulate behavior, gain self-control, and express feelings.
- **Role Model.** Children at risk need a teacher who understands that by establishing an individual, trusting relationship, the teacher becomes an important person, whose behavior is more likely to be imitated.

  Peer Sensitivity. Children at risk need a teacher who realizes that a child becomes sensitive and aware of the needs and feelings of others only by repeatedly having their own needs met.

  Decision Making. Children at risk need a teacher who recognizes that it is important that they be allowed to make decisions for themselves. Freedom to choose and to assume the responsibility for those choices gradually expands the child's physical, social, emotional, and intellectual growth and promotes self-esteem, problem-solving mastery, and moral values.

- **Home/School Partnership.** The home is recognized as an essential part of the curriculum. Facilitating parental/caregiver goals helps to establish a close working relationship between home and school. Intervention strategies that strengthen the positive interaction between child and family increase parental confidence and competency.
- **Transdisciplinary Model.** Program intervention is best achieved when all professionals concerned with the child and family are coordinated. To accomplish this successfully, time must be allotted for teachers to meet and plan with assistants and for support services of social workers, psychologists, speech and language therapists and other staff to come together to develop a comprehensive plan to meet the special needs of the child and family.

TEACHING STRATEGIES FOR AT-RISK CHILDREN

Learning

Learning occurs in a developmental framework. Development is an internal process in which the child is consistently organizing and reorganizing experiences within a continuum of stages. Movement through the stages is not an automatic, passive activity. From birth, a child who has not been exposed to drugs/alcohol has the potential to attend and respond to selected stimuli and take the initiative to explore and control the environment.

Competency to perceive and explore the environment can be damaged in the PED child. A nurturing environment that offers opportunities for concrete experiences, decision making, problem solving, and positive interaction with others helps to build the foundation for a child's development. This foundation promotes self-esteem, competence, and motivation for new learning.

Normal Learning Development

The child:

- learns to focus on tasks in play situations.
- uses numerous problem-solving strategies.
- shows sustained attention in individual and small-group activity.
- develops a sense of task completion.
- steadily progresses in the acquisition of skills.
- learns to delay immediate needs and to conform to the social expectations of the classroom.
- is able to end a preferred activity and start a teacher-directed activity.
- demonstrates sporadic/intermittent mastery of skills in new learning situations.
- acquires pre-academic concepts through incidental learning.

Learning Behavior of At-Risk Children

The child may:

- easily be distracted by sounds, people, and movement.
- have poor visual scanning.
- show decreased trial and error.
- show decreased problem-solving abilities.
- have decreased attention and concentration.
- show persevering behavior in problem solving.
- show decreased task completion.
- need more time to complete tasks.
- give up easily when confronted by problem-solving situations.
- be easily frustrated and become irritable in problem-solving situations.
- be unable to do tasks previously mastered.
- be unable to take turns.
- not remain seated in a circle or at the table with other children.
- withdraw from social and environmental interaction and may learn to become nonresponsive.
- not have regular play/rest cycles or patterns.

- become upset with changes in routine.
- have difficulty with changes/transitions.
- be unable to end or let go of preferred object or activity.
- demonstrate sporadic/intermittent mastery of skills over prolonged period of time.
- not learn incidentally.

Teaching Strategies

Teaching staff:

- consider developmental level of child.
- provide support and emotional reassurance.
- reduce classroom interruptions as much as possible.
- limit number of objects in room.
- establish classroom routines with minimum number of transitions.
- model alternative strategies.
- direct child to watch another child who is using successful strategy.
- use physical, concrete, and verbal cues to direct or redirect child in task or activity.
- recognize and consistently praise child's attempts and accomplishments.
- ask child to verbalize steps of a task.
- provide verbal cues (talk the child through task) if child is unable to verbally give steps of task.
- provide the child with an opportunity to take turns.
- model taking turns.
- provide attention and time to children who are behaving appropriately.
- protect child from the overstimulation of intrusive persons or noisy environments and from the understimulation of a bland social and environmental experience.
- provide the child with a schedule of play and rest activities to help develop regular patterns.
- alert the children routinely one to two minutes ahead of time that the activity will soon be over.
- talk about the next activity before entering into the activity.
- allow adequate time for the transition activity.
- guide the child through the transition and into the next activity.

PLAY

Through play, children integrate communication, social/emotional, and motor skills while learning to understand themselves in relation to others and to the world. As children grow and mature, their play demonstrates greater facility in communication, attention, concentration, and concept development. Because PED children may have poor play skills, they may require special strategies that will help them develop the skills needed for both independent and group play.

Normal Play Development

The child:

- learns to organize own play.
- can independently select materials and focus on them in an appropriate manner.
- progresses from parallel to interactive play.
- joins in play with other children.
- initiates interactive play.
- takes part in and initiates dramatic play.

Play Behaviors of At-Risk Children

The child may:

- show decreased spontaneous play with increased aimless wandering.
- not organize own play; may appear perplexed and confused; may be unable to select materials and focus adaptively.
- be easily overstimulated by too many things and people and by too much noise, movement, and excitement.
- show delay, discontinuity, and disorder in representation play.
- have difficulty joining others in play.
- not initiate appropriate interactive play.
- not initiate dramatic play.

Teaching Strategies

Teaching staff:

- give child toys and/or areas in the classroom that are child's alone, and do not have to be shared.
- recognize that the child may not have had consistent play objects in his/her environment.
- find out what is available for the child in child's home.
- decrease/regulate amount of toys for child.
- respond to and follow the child's lead in play.
- model toy choices for child with correct verbal cues.
- verbally and physically models play with toys.
- provide opportunities for the child to play interactively in a safe environment with the adult available for assistance and reassurance.
- provide child with opportunities to take turns with peers and adults.
- provide time to model interactive play.
- provide child with support and encouragement during play.
- initiate and model dramatic play with child.
- respond to child when child initiates dramatic play by verbal responses or by playing with the child.

UNDERSTANDING FAMILY STRUCTURES TO MEET CHILDREN'S NEEDS

The family and school settings provide the two primary environments which foster children's growth and development. It is therefore important for the teacher to develop an understanding of the various types of family structures in which the children live.

If family is defined as two or more people who share love, care, and responsibilities, it is possible to begin to understand the home lives of many of our children. Some of the structures include "nuclear" families, dual-career families, single-parent families, teen-aged parent families, and blended families (those with children from two or more families). Other children may live with lesbian/gay parents, grandparents, foster parents or adoptive parents. Each of these settings has its own strengths and challenges.

The teacher's role is to determine which structures are included in their classes and how to meet the needs of the individual children in relation to this knowledge. The teacher may get this information through parent-teacher conferences. It is important to remember that some parents or caregivers may be reluctant to offer information on family structure. For instance, a teenage mother may not want to say that she is still in school, and that her mother or grandmother is the primary caregiver; or lesbian or gay parents may worry that revealing their sexual preference will lead to prejudice against the child.

Another significant area to explore is how or where the children are cared for immediately after school. Some children may stay with babysitters, relatives, or in after-school programs until their primary caregivers arrive home from work or school. Others, even at the age of six, may be latchkey children. Of course, children may also return home directly after school to their usual family setting.

Once teachers have a general understanding of the children's home lives, they may be more cognizant of challenges that these families face. Some families may not have money readily available for school supplies or trips. Others may not have the time or ability to help their children as fully as might be desired.

Teachers should also be aware that some activities will have to be adapted to fit family situations. For example, a child being raised by a single mother or by lesbian co-parents may not have a male figure to relate to during Father's Day celebrations. Similarly, a child whose parent has recently died or left the home may become distraught when the class discusses family issues. Knowledge of these situations can help the teacher to deal with these issues in a sensitive manner.

Finally, to create a sense of respect for the diversity of families, teachers must be able to overcome any personal prejudices they may harbor. They must learn to reach across cultural, social, and economic boundaries by using a variety of teaching methods and resources in order to support and validate each family setting that is represented in their classes. In this way, teachers will be able to create a positive link between the family and school environments.

FOSTERING POSITIVE ATTITUDES TOWARD SEXUALITY

It is important for teachers of first graders to be aware of the changing concept of family in today's society. To help teachers work effectively with every child, it is important to know that:

- children of lesbian/gay parents may have limited experience with male/female parental situations; if there is no representation of their lives in the classroom, they may suddenly be made to feel different.
- Children growing up in heterosexually headed families may be experiencing contact with lesbians/gays for the first time.

Many children have lesbian/gay relatives. According to statistics, at least 10 percent of each class will grow up to be homosexual. Because of pervasive homophobia (the irrational fear of homosexuals) in society, lesbian/gay teens are more likely to drop out of school, commit suicide, abuse drugs/ alcohol, or get pregnant than the rest of their peers. Lesbian/gay students (or even those just perceived as gay) are frequently assaulted verbally and physically by other students and their parents. It is also common for them to be thrown out of their homes once their parents find out their child is gay.

Teachers of first graders have an opportunity to give children a healthy sense of identity at an early age. Classes should include references to lesbians/gay people in all curricular areas and should avoid exclusionary practices by presuming a person's sexual orientation, reinforcing stereotypes, or speaking of lesbians/gays as "they" or "other."

If teachers do not discuss lesbian/gay issues, they are not likely to come up. Children need actual experiences via creative play, books, visitors, etc. in order for them to view lesbians/gays as real people to be respected and appreciated. Educators have the potential to help increase the tolerance and acceptance of the lesbian/gay community and to decrease the staggering number of hate crimes perpetrated against them.

OVERCOMING SEXISM IN THE CLASSROOM

It is clear that children's play reflects the world they see and know. By the time children enter first grade, society (predominantly via family, television, and books) has instilled in them many sexist ideas and mores.

It is important to confront these misconceptions as often as possible in order to show that men and women need not hold restricted work or family roles. Teachers should also try to break down some basic ideas of separation and differences between the sexes that the children demonstrate.

Many of the best approaches to challenging sexist ideas among first graders are through informal opportunities that arise during the course of a normal day. Since children's discussions and actions provide the basis for these informal opportunities, no formal lesson plans are needed.

Challenging sexist myths can begin on the first day of school. Purposely making pink or red name tags for boys and blue name tags for girls will bring up initial discussion of why some colors have traditionally been used for boys and others for girls.

Center time also lends itself to these informal teaching opportunities. At first, the boys tend to play games involving guns or trucks and the girls may play with dolls. Gradually, the boys may ask if they can play with dolls and the girls may want to play with the trucks. (If they haven't asked after a few sessions, the teacher should.) The change in children's choices provides another chance to discuss why they feel they need to ask permission to play with certain toys, but not with others. This discussion can lead into an exploration of where children have seen males or females using each of the objects in real life and if they think it is important for both boys and girls to learn how to drive, cook, use tools, etc.

Books should be reviewed carefully for sexist content before using them with the children. Use the following criteria to determine the appropriateness of the books:

- Are females or males shown only in traditional roles?
- Are females or males shown only in traditional dress?
- If the characters are animals, are they portrayed in stereotypical ways (e.g., ribbon and long eyelashes on female characters, jeans and rough behavior for male characters)?
- Is the language sexist (does it say firefighter or firemen; are all strong characters referred to as "he")?
- Are parental characters as shown having equal roles and jobs in and out of the house?

Also, as stories are read, stop to ask if an androgynously portrayed character who is acting in a stereotypically male or female manner is a boy or girl. Challenge children's conclusions—is it possible for the opposite gender to act that way even if the children have never seen it? Discuss whether a boy in the same situation as a girl would respond similarly or differently.

In general, teachers should make sure that girls and boys rotate to all the center areas. If the children don't do this naturally, design specific projects which require girls to work with the blocks (mathematics), and boys in cooking (science).

Encourage the boys and girls to interact freely and naturally as often as possible. Remember that even simple actions, such as lining up children by girls and boys (rather than by tables, for example) can lead to subtle distinctions, especially if comments such as "the girls are talking too much," or "the boys can't stand straight," or "ladies first" are made.

Remember, the main objectives are to:

- free children from stereotypical gender roles.
- foster equitable development of both sexes emotionally, socially, physically, and cognitively.
- help children gain a healthy respect for the opposite sex by allowing them to creatively explore both roles.

UNDERSTANDING THE WORLD OF LATCHKEY CHILDREN

Contrary to common perceptions, the Latchkey program is not about feeding children. The concept of Latchkey came about when it was discovered that many school-age children were going home to empty apartments. Single-parent families, working parents and parents currently enrolled in school were giving their youngsters keys and allowing them to supervise themselves until they arrived from work or school. The dangers in leaving children unsupervised are clearly evidenced every day in the media, where stories appear about what happens to children who are left to take care of themselves.

Therefore, approximately seven years ago, Latchkey was instituted to provide a safe setting for children until their parents returned from work or school. It was conceived as a safe haven where children could go to do their homework, participate in activities, and work with other children.

Latchkey hours are usually from 3:00 p.m. until 6:00 p.m. and the ratio of children to licensed teacher can be as high as 50:1. Paraprofessionals, aides and student teachers make up the rest of the adult supervision.

During the three hours that the children are in Latchkey, they are able to do the following:

- **Homework.** A set time is usually set aside every day for the children to do their homework. With the help of a teacher, they may ask questions and receive information they may need to complete an assignment.
- **Story Hour.** Depending on the school, certain days are dedicated to reading of the classics.
- **The Arts.** Teachers with artistic inclinations may form "specialty" classes where dramas are enacted, dance or crafts are taught, or glee clubs perform.
- **Sports.** Again, depending on the school, sports are played and different types of team games are taught.
- **Snack.** Every child participating in the Latchkey program is provided with a free meal.

The Role of the Classroom Teacher

If at all possible, classroom teachers should, early on, identify those children who are participating in the Latchkey program. After identifying the children, contact should be made with the Latchkey teacher for ongoing articulation. Although Latchkey is not supposed to be an academic program, communication among staff concerning students is of the utmost importance.

The Latchkey teacher sees and speaks to parents more frequently than other teachers. Very often, working parents and parents in school do not have the time to visit during Parent-Teacher Conference Day. As a result, Latchkey is one way of ensuring communication between the classroom and the home.

When the classroom teachers assign homework, they should keep in mind where this homework is to be completed (usually in a large room, auditorium, or lunchroom where the noise level is high). A variety of books and materials (preferably in a bag or box) can be given to the Latchkey child to hold special items such as crayons, drawing paper, ruler, books, and games.

The Latchkey Teacher

The Latchkey teacher has the unique role of seeing children after regular school hours. Although some school rules do apply, Latchkey is much more relaxed than the regular school day. Children are usually allowed to "roam" and "visit" with other groups of children, thereby giving the Latchkey teacher the opportunity to observe children interacting and making choices in a casual, loosely structured environment. This is an opportunity that is rare for the classroom teacher, who is usually on a schedule. The need for articulation between the Latchkey teacher and the classroom teacher is apparent: Along with parents, they are in a position to discuss children's strengths and weakness and to identify and prevent potential problems.

HOMELESS/SHELTER CHILDREN

Families with young children are the fastest growing segment of homeless Americans. For many, the basic human need for safe and stable housing has become an unattainable luxury. The dramatic rise in homelessness has been directly linked to the drastic drop in the number of affordable dwellings available to poor and low-income families.

The daily realities of the homeless may include living in:

- temporary housing
- on the street
- in a car
- in a shelter

Moving is a way of life for homeless families. Most shelters do not allow residents to stay longer than 30 days. Others may provide shelter only at night, forcing people to leave during the day. The traditional sense of being rooted in a group or culture is often diminished by the lack of extended family support and by the virtual loss of personal belongings, despite the efforts of families to provide love and belonging.

Homelessness itself is very stressful for adult family providers, as are the conditions leading to the loss of a home, such as job lay-offs, eviction, or marital problems.

The denial of an education for homeless children is an additional crucial problem that is faced by many homeless families. For school-age children, just arriving at the school regularly is difficult for the following reasons:

- lack of transportation
- missing documentation (birth certificates, proof of permanent residence, immunization and health records, proof of previous school attendance)
- embarrassment about being homeless and/or fear of being teased by the other children.

The toll that homelessness takes on children is devastating. Classroom teachers, through their own sensitivity to individual needs and with additional information provided by school support services, are aware of the special difficulties faced by children in such situations. Realistic expectations enable the teacher to address the needs and concerns of these youngsters in an appropriate manner.

Because...	**The Teacher...**
homeless toddlers often are delayed in learning to walk due to the lack of safe places for exploration...	provides many informal opportunities for physical activity, such as indoor/outdoor play, music and rhythms, neighborhood walks.
very young homeless children often react to the stress of homelessness by regressing back to diapers, bed-wetting, thumb-sucking, and sometimes losing vocabulary...	responds in a calm, accepting manner without allowing such situations to embarrass the child or affect the flow of classroom activity. Appropriate support and assistance routines are prearranged with other school/classroom personnel, such as the classroom paraprofessional or parent volunteer.
homeless children have no place to call their own, few personal belongings, and no intellectual supports such as books, games, or crayons...	makes sure that each child has a personal storage place, such as a cubby, bin, or box, identified with the child's name and own decorations. Classroom materials, such as books, writing paper, and crayons, may be sent home on a "Lending Library" basis, without singling out the homeless child in a way that attracts unusual attention. The teacher will have reasonable expectations regarding the return of these materials where specific, difficult situations exist.
any friends that are made are continually left behind by homeless children...	sees that the child is included by others in classroom activities and respected as an individual with special skills and attributes. The teacher models "accepting" behaviors, through comments such as: "We're happy you came to our class, Peter. You always help us with your good ideas." A carefully chosen "buddy" can be an extremely helpful strategy for such children, as well as assignment to a special job, like feeding the hamster.

A Commitment...

To support school and district efforts in enabling this targeted population to receive appropriate services, the New York City Board of Education has established the Office of Students in Temporary Housing. Teachers and other concerned individuals are urged to call this office at (718) 935-4050 for further information.

PREVENTING CHILD ABUSE

All children need healthy, loving relationships. They need to be able to identify trusted adults and depend upon them for their physical and emotional needs. Children also need to develop positive feelings about themselves and their bodies. This does not always happen. The mistreatment of children has become an important concern for those who teach and nurture the young.

The first grade teacher has many opportunities to observe children in the classroom and note any signs of neglect or of physical and emotional abuse. When prompt and appropriate action is taken by the school, the potential for continued harm to the child may be curtailed.

The following are some indicators of child abuse and neglect:

- unexplained bruises, welts, burns or fractures
- lacerations or abrasions occurring over a long period of time
- persistent hunger
- poor hygiene
- inappropriate clothing
- nodding or falling asleep
- rocking back and forth
- difficulty in sitting or walking
- consistent lateness in arriving to school
- radical changes in behavior
- avoidance of adults
- refusal to use the toilet
- inappropriate sexual awareness or knowledge
- cowering or ducking when an adult raises a hand.

If signs of possible abuse are observed, the teacher should encourage the child to discuss these concerns privately. The teacher listens carefully and speaks in a positive, non-threatening manner. It is important to help the child understand that it is *not* the child, but the abusive adult who is at fault. When the teacher has sufficient information to feel certain that abuse has occurred, the reporting procedures established in the school should be followed.

Lessons can be planned to teach children protective behaviors and appreciation of their growing bodies. The teacher should always approach the topic of abuse with sensitivity and concern.

At appropriate times, the teacher may talk to individuals or small groups of children to develop understandings about good and bad feelings related to touching.

- What do you like to do with your body? (run, jump, dance, walk)
- Do you like to hold hands with some people?
- Do you like to hug some people?
- Do you like some people to hug you?
- Do you like to sit on some people's laps?
- How does it feel? (warm, good, close, happy)

The discussion can be continued now or at another time.

- What are some other times when touching feels good?
- Are there times when touching does not feel good? (hitting, biting, punching, pulling hair, spanking)
- Is touching good if someone hugs you when you don't want to be hugged?
- How does it make you feel? (uncomfortable, angry, scared)
- What can you do about it? (Say, "Don't hug me. I don't want you to.")
- What if you tell someone not to touch you and the person does it anyway? What can you
- What if someone holds you too tight. (Say, "I don't like it!")

As children respond to the questions, rules can be developed:

- Stay with the person taking care of you.
- Never go places alone.
- Never talk to people you do not know well.

- Never go anywhere with a stranger.
- Never take candy, toys, or money from strangers.
- Never take *anything* from a stranger.

These rules might be shared with parents at group meetings.

At meeting time, the teacher might show a picture of a child who looks sad and alone.

- Where is this child?
- Who is taking care of this child?
- What should the child do?

The teacher and children can develop understandings about being lost. They might talk about what to do and how to find people who can help a lost child.

Whom do you ask for help if:

- you get lost at the swimming pool or beach? (lifeguard)
- you get lost in a store or restaurant? (a person who works there)
- you get lost on the sidewalk? (a police officer or a store worker)

The teacher should take cues from the children and plan additional discussions to help youngsters develop understandings about themselves and the adults in their lives.

During interest area times, the teacher helps a few children respond to make-believe situations:

What happens when:

- your friend gives you a hug goodbye? ("I smile; like the feeling; hug back.")
- your brother pulls your hair? ("I say, 'Don't pull my hair. I don't like it.'")
- your friend takes your hand? ("I hold my friend's hand.")

Sharing Concern

The subject of child neglect and abuse may be presented to parents informally during individual conferences or group meetings. Experts can be invited to school to discuss discipline, child care, and health needs. Appropriate booklets and related materials may be distributed to parents and caregivers. Trade books can be recommended for parents to read at home in order to help their children follow practices that will keep them safe and healthy.

Children cannot be held responsible for their own self-protection. They are vulnerable to abusive adults. Teachers must help children help themselves to the extent to which they are able. Research shows that saying "No" is often sufficient to prevent abuse.

Making children aware of common dangers, helping them to be cautious and involving parents in protecting their youngsters are important tasks of the teacher.

The Commitment...

In response to a recent tragedy concerning the abuse and death of a school-age youngster in New York City, a memorandum was issued by the Chancellor, renewing the commitment of all schools to the safety, health, and welfare of the children in their care. In addition, the Chancellor urges increased awareness of educators' responsibilities and legal mandates in this area.

Administrators are directed to be sure that all personnel understand and adhere fully to the Chancellor's Regulation regarding Reports of Suspected Child Abuse and Maltreatment. Included are the following stipulations:

- Staff members who have reasonable cause to suspect that a child is abused, maltreated, or neglected, shall notify the principal or designee immediately.
- Each Superintendent shall designate a staff member to act as liaison with Special Services for Children.
- All interviews by Child Protective Services with allegedly abused, maltreated, and/or neglected children or their siblings on school premises must take place in the presence of an appropriate school staff member.

Further information may be obtained by referring directly to The Chancellor's Memorandum No. 20, 1987-1988.

FACTS ABOUT HIV INFECTION

This brief overview provides administrators and teachers with a general understanding of HIV infection and AIDS. It should be supplemented as needed with other texts on the subject. Knowledge about the disease and its effects on individuals is constantly being updated. Administrators and teachers should periodically review and update this information to ensure that it is accurate. The New York City Department of Health provided data related to New York City. The Centers for Disease Control, Atlanta, Georgia, provided national statistics.

Description and Cause of AIDS

- Acquired Immune Deficiency Syndrome (AIDS) is a disease caused by the Human Immuno-deficiency Virus, or HIV. HIV attacks the body's immune system. Once infected with the virus, a person eventually becomes vulnerable to opportunistic infections and neurological disorders.
- HIV is a retrovirus, a member of a family of viruses that cause disease. HIV primarily attacks certain white blood cells (called T-Lymphocytes or T-4 helper cells) that are part of the body's internal defense against disease. The virus may also attack the central nervous system.
- An infected person's immune system responds to an invading virus by developing antibodies that attempt to fight off the viral disease. It is these antibodies to HIV, and NOT the virus itself, that can be identified by a blood test, even before a person has any signs of illness. The body's ability to produce disease-fighting antibodies eventually becomes limited in HIV-infected persons as the virus reproduces and multiplies, killing the critical T-4 cells it has infected.
- The incubation period before any symptoms of HIV disease appear varies significantly from person to person. Some develop symptoms within a few years. Others may not show signs of illness for ten to fifteen years or more. Since AIDS is a new disease, only recognized in 1981, the maximum incubation period has not yet been identified. Extensive research is in progress to identify potential internal or external co-factors that may cause some infected people to become fatally ill, while others have milder symptoms or remain symptom-free.
  On an average, it takes 11 years from the time of infection to the onset of AIDS.

Clinical Manifestations

- HIV infection may lead to many forms of disease. The spectrum includes the complete absence of symptoms, mild illness, debilitating neurological disorders, and fatal disease.
- The condition called AIDS represents a syndrome of late-stage opportunistic diseases in which the immune system is unable to fight off other viruses, bacteria, protozoa, and fungi, resulting in infections and diseases that eventually cause the death of the individual.
- Only about 3 percent of HIV-infected people have developed AIDS; three to five times as many HIV-infected people have milder symptoms. Most infected people have no signs or symptoms of illness and may be unaware they have even been infected. Individuals infected with HIV are capable of infecting others even if they have no symptoms. About 1 million people have been infected with HIV, according to the Centers for Disease Control.
- Symptoms related to HIV infection, as noted in the New York State Department of Health's booklet, *100 Questions and Answers—AIDS,* may include:
  - — extreme tiredness, sometimes combined with headaches, dizziness, or lightheadedness
  - — continued fever or night sweats
  - — weight loss of more than 10 pounds that is not due to dieting or increased physical activity
  - — swollen glands in the neck, armpits, or groin

Data in this section are current as of February 1991.

- — purple or discolored growths on the skin or the mucous membranes (inside of mouth, anus, or nasal passages)
- — heavy, continual dry cough that is not from smoking or that has lasted too long to be a cold or flu
- — continuing bouts of diarrhea
- — persistent thrush (a thick whitish coating on the tongue or in the throat), which may be accompanied by sore throat and does not respond to medication. This is not the same as the kind of thrush common in infants.
- — unexplained bleeding from any body opening or from growths on the skin or mucous membrane
- — bruising more easily than usual
- — progressive shortness of breath
- — confusion, lethargy, forgetfulness, lack of coordination, general mental deterioration.

The symptoms are likely to be present in a cyclic fashion with illness followed by periods of wellness.

- The symptoms that individuals with AIDS develop are related to the opportunistic diseases that have taken advantage of the compromised immune response caused by HIV infection.
- Specific diseases that generally do not affect healthy adults, such as pneumocystis carinii pneumonia (PCP), are linked with AIDS. Individuals with AIDS often develop other infections, including severe yeast infections, cytomegalovirus, herpes, toxoplasma, and other parasitic infections.
- The American Medical Society's Committee on Alcoholism and Other Drug Dependencies urges people at risk for exposure to HIV to abstain from alcohol use. The reason for this is that alcohol has immune-suppressant properties which could accelerate the manifestation of the disease in persons who have already been exposed to the virus.]

Transmission

Unlike flu or measles, HIV is not transmitted through the air; it must be transmitted directly into the bloodstream to cause infection. For this reason, HIV-infected people do not pose a risk to others through any form of casual contact. There is no evidence that HIV is transmitted through coughing, sneezing, food preparation, drinking fountains, toilet seats, being around an infected person on a daily basis, or donating blood.

HIV is found primarily in blood, semen, vaginal secretions, and breast milk. Other body fluids, including tears and saliva of an infected person, rarely contain traces of the virus but never contain enough of the virus to transmit it from one person to another. HIV is transmitted from one person to another by any of three routes: 1) unprotected sexual intercourse, including vaginal, anal, and oral intercourse; 2) parenteral exposure to infected blood (taken into the body in a manner other than through the digestive tract, e.g., intravenously), and 3) transmission from infected women to their infants during pregnancy, birthing, or breast feeding.

Sexual transmission of HIV is believed to occur by absorption of infected semen, blood, or vaginal fluid through mucous membranes, abrasions, or tiny unfelt tears in delicate tissues during sexual intercourse. Anal intercourse is most risky, since tissue tearing and bleeding frequently occur.

Transmission through parenteral exposure to infected blood occurs in persons sharing contaminated needles, syringes, and works while injecting drugs. Small amounts of infected blood can remain in the drug paraphernalia and can be injected into the bloodstream of the next user.

The risk of HIV transmission through blood transfusions has been reduced dramatically since all blood banks began testing donated blood for antibodies to HIV in 1985. There may be some risk to receiving blood if it was too early for the virus to show up when donor blood was tested. There is no risk of HIV infection from donating blood; blood collection centers use new equipment for each donor. Infected people, whether or not they have any symptoms, are presumed capable of transmitting the virus to others through blood-to-blood, semen-to-blood, or vaginal secretions-to-blood exchange. The FDA has withdrawn its designation of Haitians as a "high risk group" that should not donate blood.

Incidence

Since the initial recognition of the virus which causes AIDS, HIV infection has become a global problem. Researchers predict that up to 10 million people already may be infected with HIV; about 1 million live in the United States. During the ten years since AIDS was discovered in the United States (1981-1990), over 164,149 Americans have been diagnosed with AIDS. There have been more than 30,392 AIDS diagnoses in New York City and 54 percent of these people have died. Scientists estimate that as many as 500,000 New York State residents, mostly in New York City, are infected with HIV. Some believe that in New York City the incidence of deaths from AIDS may be higher for male and female IV drug users than for homosexual males. The numbers of women and babies with AIDS in New York City are rising. Ten percent of HIV-infected infants are born to teenage mothers. For a variety of reasons, including language differences and the social stigma attached to AIDS, the number of cases reported is considered to be much lower than the actual number of HIV-infected people.

Overall, the Committee on a National Strategy for AIDS concludes that over the next 5 to 10 years there will be substantially more HIV infections in the heterosexual population and that these cases will occur predominantly among subgroups of the population at risk for other sexually transmitted diseases.

Research and Treatment

Researchers in the United States and other countries are working to develop a vaccine to protect people from HIV and to increase the effectiveness of treatments that impede the virus's ability to damage the immune system. Research includes:

- Anti-viral drugs: AZT and DDI are two drugs being used to delay the development of disease. Both drugs work with varying degrees of success to prevent the virus from entering healthy cells and further damaging the immune system. At this time, it is hoped that anti-viral drugs such as AZT will allow HIV to become a chronic illness such as diabetes rather than a terminal illness. However, both drugs have side effects and cannot be used by everyone. Recent studies cast doubt on the effectiveness of AZT in asymptomatic individuals who have been infected with HIV.
- New vaccine without virus: Instead of using a weakened strain of virus for a vaccine, scientists are developing biochemicals that retain key structural features of the virus to stimulate the immune system to make antibodies.
- Decoy molecules: The virus finds its targets by latching onto a uniquely shaped protein on the surface of the white T-4 cells (the CD-4 protein). It is hoped that injections of CD-4 protein would cause any HIV present in the blood to bind to the injected CD-4 and not to the T-4 cells.
- Derailing the copying process: Chemicals called "antigens" are able to stick to the virus's genetic template at certain locations on the RNA or cellular DNA and thus block the virus's reproductive activity.
- Rendering HIV's enzymes ineffective: By using 3-D computer graphic analysis of the enzymes' structure, chemists can design molecules that will bind with the enzymes and prevent them from functioning.
- Finding the genetic "switch" that activates the dormant virus and then finding a chemical that will prevent the switch from turning on.

RESPONDING TO A YOUNG PERSON'S QUESTIONS

1. Listen carefully.
2. Provide a direct, honest, and brief answer.
3. Check back with the child: "Does that answer your question?"
4. It's okay to say:
   - "I'm not sure. I will find out and get back to you."
   - "Let's talk about this after class so that I can have enough time to explain it to you."
5. Check back again: "Let's see if I explained that well. Can you answer the question for me now?"
6. If you hear children telling derogatory jokes about AIDS or any of the sensitive topics that are related to AIDS, say: "These kinds of jokes are not funny because they may hurt someone's feelings."
7. The topic of HIV/AIDS often brings up issues of homosexuality. In accordance with the New York City Board of Education's Resolution, Statement of Policy of Multicultural Education and Promotion of Positive Intergroup Relations, remind students that all people deserve respect.

Questions Children May Ask About HIV and AIDS

Q. What is AIDS?

A. AIDS is a disease that is very hard to get. It is caused by a tiny germ called the HIV virus.

Q. How do people "catch" human immunodeficiency virus (HIV)?

A. HIV is hard to get. It is not the kind of disease that people "catch." HIV, the AIDS virus, lives in people's blood. So the only way the virus can spread from one person to another is if the infected person's blood, semen, vaginal fluids, or breast milk gets into another person's body. (Depending on the maturity of your students and the policies of your school district, you can mention the specific ways the virus is transmitted: through unprotected sexual intercourse with an infected partner, through the sharing of unclean needles with an infected person, from an infected pregnant woman to her fetus [and to her child through breast milk], and, more rarely, from blood transfusions [since 1985, donated blood has been tested]).

Q. Can you get HIV if someone coughs on you?

A. No—HIV is hard to get. It is *not* spread by coughing, sneezing, sitting near someone, sharing food or drink with someone, shaking hands, hugging, or touching something a PWA has touched, such as a door knob or toilet seat.

Q. Will I get HIV?

A. It is unusual for a child to contract HIV, except through being born to a mother with HIV, getting a blood transfusion before 1985, sexual abuse, unprotected sexual intercourse, or sharing unclean needles. A child who is concerned that he or she may have HIV should talk with a parent, teacher, counselor, or doctor.

Q. If I know people with AIDS, would it be safe to visit them?

A. Yes—you cannot get HIV from being in the same room with someone who has it, or from hugging or touching or kissing. Not only is it safe to visit, it is important. Sometimes people with AIDS feel very alone. Friends and family are very important to them.

Q. Does everyone who has AIDS die?

A. Many people with AIDS have died, but new medical treatments for HIV infection and AIDS-related illnesses have given hope that people with AIDS can live longer, and that more treatments and even a cure will be found.

Q. How do people deal with the loss of someone with AIDS?

A. It is helpful to spend time with the person with AIDS while he or she is still alive and talk about the illness and your relationship. It is also important to find other sources of support: family members, friends, member of the clergy, support groups. It can also help to express feelings not only through talking, but through writing, drawing, music, and activism—advocating improved medical treatment and support services for people with HIV/AIDS and their families.

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SECTION VII: ASSESSMENT

OVERVIEW AND STRATEGIES FOR ASSESSMENT

Assessment is the process of observing, recording and documenting the work children do and the manner in which they do it. It is an integral component of teaching and learning. Assessment helps first grade teachers to:

- plan for individual and group instruction.
- tailor curriculum to meet particular needs.
- evaluate whether program goals are being met.
- provide information for communicating with parents and caregivers.
- determine whether instruction is both age and developmentally appropriate.
- involve children in the evaluative process.

The academic and social development of young children should be assessed through ongoing and systematic observation. True assessment is a collaborative process involving the children, their teachers, and support staff in the school and the community. Information from parents and caregivers about home experiences also plays an important part in evaluating children's learning and planning meaningful instruction.

Assessment must not be haphazard; careful preparation is necessary. Early childhood educators are aware that assessment issues can have a serious and sometimes adverse impact on the lives of all concerned. Teachers may occasionally rely on what is commonly known as the "gut reaction" when making an evaluation. This intuitive approach, while sometimes effective, does not ensure the consistent success experienced through well-planned assessment program effort.

Effective assessment recognizes the linguistic and cultural diversity of the learners and allows for differences in children's ability to speak English, their stages of language acquisition, and whether they have been given time and opportunities to develop proficiency in their native language as well as in English.

All school children must be viewed as individuals having an intellectual life; an emotional life; and a social life as members of a family, an ethnolinguistic group, and the larger community. Teachers and/or evaluators observing children interacting with the environment must be knowledgeable about the children's culture and language so that appropriate assessments can be made.

Research shows that the most successful planning for assessment takes place at the school site. Those who will be charged with implementing this plan should be intimately involved with the process. The following questions should be considered:

- What methods will be used to evaluate the needs of the young child?
- What methods will be used to evaluate the success of the school program?
- What methods will be used to evaluate the professional development needs of the staff?
- How will the school support the staff in the implementation of this plan?

Observing and Recordkeeping

Assessment begins, informally, on the first day of school. The teacher's eyes and ears quickly catch helpful clues about the children from a variety of behaviors, including social demeanor, use of language, physical bearing, and style of coping with the unfamiliar environment of the first grade classroom.

Through observation, the skillful teacher can find out about each child's:

- strengths and areas of difficulty.
- interests and talents.
- primary language.
- health and physical needs.

- attitudes and choices.
- learning rate and style.
- preferred modality for instruction.
- interaction with peers and adults.
- sensory/motor development.
- mastery of skills and content.

Assessment involves regular and periodic observation of a child in the classroom as he or she is engaged in a wide variety of experiences over time.

Suggested Recordkeeping Procedure

The first grade teacher should devise a system to record both early impressions and continuing observations. It is important to establish assessment procedures that can be used consistently and conveniently.

Observation records and collections are the first grade teacher's tools and techniques of assessment. These techniques include:

- informal and formal observation.
- records of conversation with children.
- interviews with parents.
- portfolios.
- work folders.
- checklists.
- choice/interest charts.
- results of developmental screening.
- cassette/tape recordings made by children.
- videotapes of children at work in the classroom.

Informal And Formal Observations

Index cards, notebooks, or self-stick notes can be used efficiently to record both formal and informal observations. In the beginning of the school year, teachers may wish to keep five-minute non-directed running records over one or two weeks time to find out generally about children's interests, and their social, emotional, cognitive, and psychomotor development. This information can then be received and refined so that further observation is directed at a particular behavior or skill.

It is important to remember when making observations that the teacher should describe the child's behavior objectively. Record only what the child did or said. Do not interpret or judge.

Sample Observation Forms

Non-directed Running Record

Elliot Nieves

October 28, 1991

During Center Time E. used corrugated cardboard to construct a house for class neighborhood project. "I live in a shelter," said E. "I share a room with my mother, brother and sisters. My family lives together in one room. My *abuela* lives with us, too. " E. continued to work on his house. He needed more corrugated paper to construct the shelter. He compared his building with Joseph's.

Directed Observation

Child : Tonya Miller

December 11, 1991

Curriculum Area	Activity	Behavior
Reading	Library/ Listening Center	Tonya looked at "A House Is a House For Me." She said the names of each animal as she turned the pages of the book. "Teacher, teacher, look at me. I'm reading," she said.

Informal Observation

Jamil Jones

Nov. 21, 1991

J. came up with wide-lined paper showing that he had written his name on appropriate lines. (First successful attempt.)

Tips:

- Keep recording simple.
- Remember to date each observation.

Interviews

Interviews with individual children provide quick information, and extend observations made by adults in the classroom. Some questions which might be asked include:

- What is your favorite television show?
- Do you have a favorite story? What is it?
- What do you like to do best in school?
- What is your favorite thing to do when you're not in school?
- What makes you happy?
- What makes you sad?

When children are interviewed, it is important to use their primary language and to keep the tone conversational. The teacher can build on this information by planning classroom activities which relate to children's preferences.

Questionnaires — Parent/Caregiver Conferences

Questionnaires assist the teacher in finding out more about children's social and cultural experiences outside of school. They may be filled out at a parents' meeting or at an individual parent-teacher conference. Both the questionnaire and conference should use the parents' primary language.

Child's name ______________________ Date ______________________

Wake-up time ________________ o'clock

After school, child goes to:

School ______ Playgroup ________ Sitter ________ Home ________

Family members ____

Family activities ____

Favorite foods ____

Favorite stories ____

Favorite toys ____

Pets at home ____

Spends leisure time doing ______________________________________

Allergies/medical needs, if any ___________________________________

Information that might help your child at school _________________________

____

____

Records of parent conferences and reports to parents provide additional information for the staff, as well as an ongoing record of home/school relations. Notations of parent visits to the classroom, attendance at meetings and workshops, home visits, telephone calls, and volunteer work in the school or classroom enrich the data.

Reference to the Home Language Survey conducted at the time of registration, as well as interviews with parents about family customs, favorite television programs, toys, foods, and interests supply additional information to be included in children's records.

Children's Work Containers

It is important that each child have a special place in the classroom to keep completed work. This may include daily classroom assignments, drawings, dictated stories, theme projects, journal writings, experiment sheets, story maps, and other creative expressions. Any container can become a work folder:

- a plastic or paper shopping bag
- a kraft envelope
- a shoe box
- a file folder
- folded construction paper
- an empty cardboard box
- a divided bottle box
- ice-cream tubs

Children's work, when combined with observations and interviews, can help teachers assess individual progress.

Portfolios

Portfolios are collections of children's work that tell of the child's efforts, progress, and achievements in one or more areas. Portfolios help children learn to value their own work as they witness their growth and development over time. Portfolios contain:

- real documents.
- a range of materials.
- a sampling over time.
- selected pieces of work.

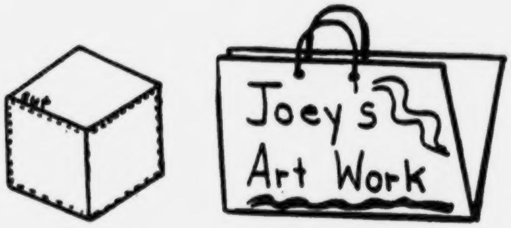
Portfolios help teachers select work done by children while they are taking risks, making discoveries, and engaging in the daily tasks of learning. Portfolios may contain:

- tape recordings of children reading aloud.
- writing samples.
- records of mathematical understandings.
- artwork.
- handwriting pages.
- book reports.
- lists of books read in the library center.
- photographs of children at work.
- informal records of teacher observations.
- skill practice sheets.
- records of interviews.
- photocopies of sample pages of books read at different times of the term.

Materials for portfolios can be collected during the school year, dated, and shared with parents during conference times. They can also be shared with members of the school staff, if necessary. Teachers should periodically review the contents of each portfolio in order to plan instruction related to individual needs and interests. The documents collected can be used to make comparisons over time, clarify expectations for the child, and suggest new areas for growth. When children are allowed to share in the selection of materials to include in the portfolio, they become partners in the evaluative process and can offer suggestions for ways to improve their own learning.

Portfolios show that assessment is an integral part of instruction. They should be kept in a place in the classroom which is easily accessible to both teachers and children. Their location must invite youngsters to strive to contribute to their contents and invite teachers to reflect on the collection and plan ahead.

Portfolios can be expandable file folders, or they may be constructed from large cardboard boxes:



What you need:

- large cardboard box
- cord
- paint, brush

How to make it:

- Cut two sides of box along dotted line.
- Punch holes through; attach cord for handles.
- Have child paint cover.

Checklists and Assessment Instruments

Checklists are particularly useful because they direct the teacher to observe the youngster's specific behaviors or characteristics and investigate the achievement of particular skills or the understanding of particular concepts. Teachers may use the information gained from observations earlier in the year to design their own checklists of skills, or develop specific checklists to cover the curriculum as it is covered in the classroom.

Assessment instruments must be culturally and linguistically appropriate, and should be administered by culturally knowledgeable personnel. These data are indispensable to program planning. They are used to guide the teacher in selecting select plans and procedures that are interesting, relevant, and appropriate for the children. Used at regular intervals, checklist-type assessment instruments provide valuable records of children's growth through the first year.

The checklist that follows presents in outline form the major aspects of the developmental process in young children. It can be a useful guide to observation if the following considerations are kept in mind:

- A checklist is a reference tool. Children at any given age can be at varying stages of development in differing areas. Each item requires observation and judgment. Items are not presented as achievement norms. Rather, they are observable behaviors that give the teacher clues as to what support children need.
- A checklist can be used in a variety of ways:
    - To study a child with greater specificity.
    - To study a child in cooperation with a colleague or resource person.
    - To study a child in cooperation with parents.
- A checklist is limited. Many complex responses and behaviors can be observed that cannot be recorded here. The teacher may add items to the list.
- A checklist is not static. It should be used over time. Areas of concern will require periodic re-assessment.
- A checklist should be supplemented with other information. Although checklists ask good questions, the continuing study of children in the class will be strengthened by the collection of other data such as:
    - language samples.
    - drawings, paintings, and clay products.
    - parental input.

COMMUNICATION ARTS CHECKLIST FOR GRADE ONE

Instructions: For each item below, rate the child by circling the appropriate number.

1 — Not Yet **2 — Sometimes** **3 — Most of the Time**

Child____________________________________ Date______________________

1. Listens to others reading aloud with interest and pleasure. 1 2 3
2. Retells a simple story in sequence. 1 2 3
3. Perceives the main idea of a story. 1 2 3
4. Follows oral directions. 1 2 3
5. Recognizes rhyming words aurally. 1 2 3
6. Looks at pictures and demonstrates understanding of content. 1 2 3
7. Relates own experiences, ideas, and feelings. 1 2 3
8. Asks questions. 1 2 3
9. Reveals understanding through replies and reactions to questions. 1 2 3
10. Expresses thoughts clearly enough to be understood. 1 2 3
11. Predicts next probable event in a sequence. 1 2 3
12. Writes upper and lower case letters. 1 2 3
13. Uses invented spelling. 1 2 3
14. Writes simple stories with minimal assistance from adults. 1 2 3
15. Distinguishes between realism and fantasy. 1 2 3
16. Establishes left to right and top to bottom directionality on a printed page. 1 2 3
17. Identifies sight words, print in the environment, and signs and labels. 1 2 3
18. Reads experience charts. 1 2 3
19. Reads and understands a variety of mathematical symbols, e.g., numerals, clocks, calendars. 1 2 3
20. Follows written directions. 1 2 3
21. Recognizes initial sounds and letters. 1 2 3
22. Recognizes final sounds and letters. 1 2 3
23. Associates letters of the alphabet with their sounds. 1 2 3
24. Reads aloud to and with others from books and own stories. 1 2 3
25. Sounds out words. 1 2 3
26. Uses contextual clues when coming upon unknown words. 1 2 3
27. Reads high-frequency words easily in any format or context. 1 2 3
28. Uses texts to find answers to questions posed by adults. 1 2 3
29. Makes inferences from materials read. 1 2 3
30. Recognizes the sound of different consonant clusters (e.g., *bl, tr*). 1 2 3

SAMPLE FORM FOR WEEK-LONG OBSERVATIONS OF CHILD'S INTERESTS

Week of: ______________________ Date: ______________________

Child: ______________________

Content Area Center	Tally of Times Child Used Center	Materials Selected by Child in Center
Science Center		
Library/Listening Center		
Art Center		
Math Center		
Theme Center		
Writing Center		

(Interest Observation Record)

This form may be used to design an individual learning program growing out of a child's assessment.

LEARNING PRESCRIPTION

Name ____________________ **Date** ____________________

Areas of Strength and Confidence:

1. ____________________

2. ____________________

Areas Needing Strengthening:

1. ____________________

2. ____________________

3. ____________________

Activities to Help:

1. ____________________

2. ____________________

3. ____________________

THE CHAPTER 53 SCREENING PROGRAM

What is screening?
Screening is a part of the ongoing assessment and evaluation component of an effective early childhood program.

For the purpose of this manual, screening is defined as a preliminary method of distinguishing from the general population those pupils who may possibly have a handicapping condition or who may possibly be gifted. As screening is a quick method of assessing a student's overall performance, it should not be viewed as an in-depth method of assessing development. Screening is intended to be a "quick look" at a child to see if a "second look" might be indicated.

What is the law?
Section 3608(a) of Chapter 53 of the New York State Education Laws of 1980 requires local school districts to screen all new entrants to identify those students who may possibly be gifted or may possibly have a handicapping condition.

Which areas of development must be screened?
Screening must be designed to obtain preliminary information regarding a child's development in the following areas:

- Physical development
- Cognitive development
- Receptive and expressive language development
- Articulation skills
- Motor development.

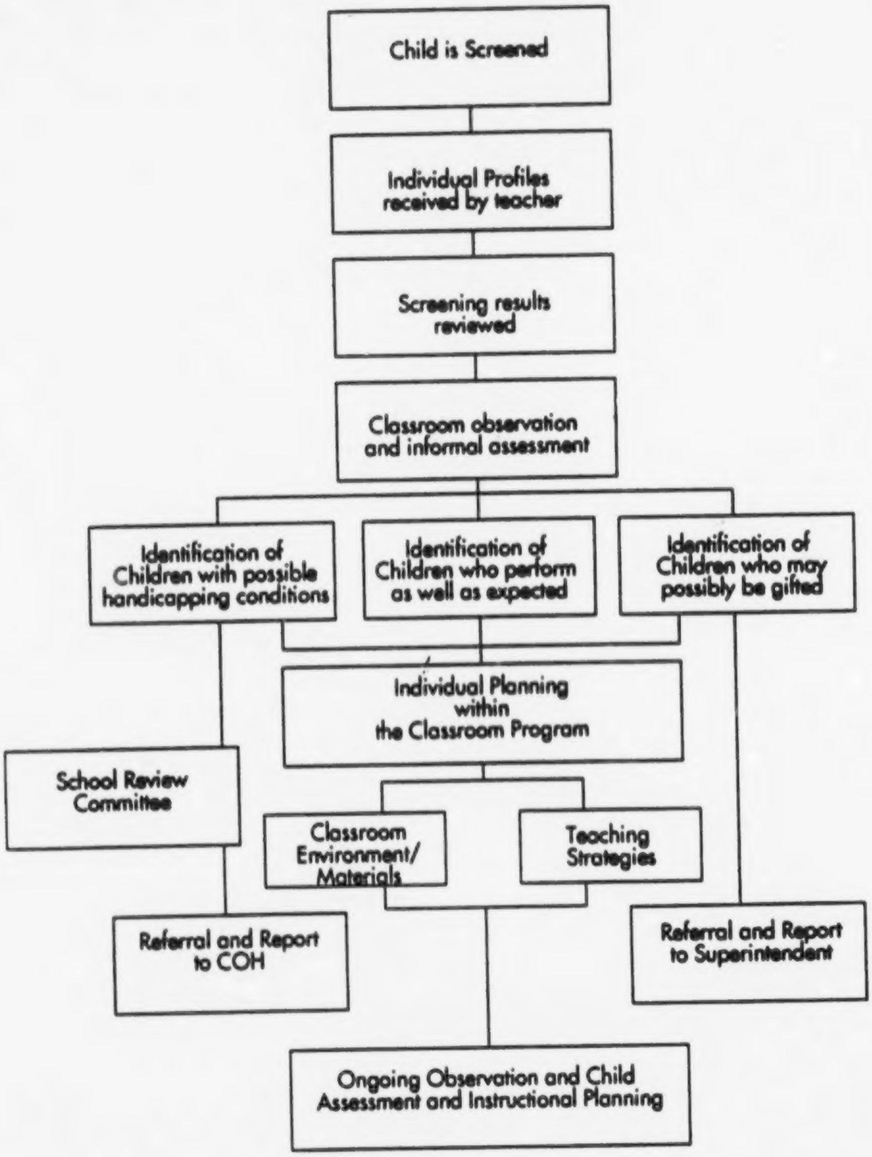
What is the intent of screening?
The intent of screening is the early identification of the special needs of children, in order that appropriate instructional programs are planned and implemented. It is crucial that the screening process be conducted in the child's primary language of use, by qualified, culturally-literate personnel. It is one of the many sources of assessment information which are used when decisions are made about what is best for young children.

How is diagnostic screening conducted?
Diagnostic screening is conducted:

- by persons appropriately trained and qualified;
- by qualified, culturally-literate personnel in the child's native language, if the primary language is other than English;
- with a screening test that focuses on the child's ability to acquire skills.

How are the results reported?
The results are reported on the individual profile, which includes a summary sheet of the child's total cognitive subtest performance, as well as performance in gross motor skills, expressive and receptive language and copying/writing. A health status report containing information on the medical examination, immunizations, hearing, and vision is also included in this profile.

How does the classroom teacher use the screening results to further evaluate the child and to plan instruction?
Information obtained from the screening that calls attention to a particular developmental area may be viewed as a "flag," signifying that a closer look is indicated. Throughout the weeks immediately following screening, the teacher uses the results to help structure observations and informal assessments. The intent of these activities is to expand and clarify a picture of the whole child for the purpose of accurate ongoing evaluation and appropriate program planning.


Child is Screened
Individual Profiles received by teacher
Screening results reviewed
Classroom observation and informal assessment
Identification of Children with possible handicapping conditions
Identification of Children who perform as well as expected
Identification of Children who may possibly be gifted
Individual Planning within the Classroom Program
School Review Committee
Classroom Environment/ Materials
Teaching Strategies
Referral and Report to COH
Referral and Report to Superintendent
Ongoing Observation and Child Assessment and Instructional Planning

Item judgments should be based on child's performance in native language.

Observations should be based on cultural and linguistic appropriateness.

EDUCATIONAL ENRICHMENT

Excellence for Everyone

There is no single quality of mind that can be labeled "intelligence." Howard Gardner, in his book *Frames of Mind*, posits the existence of seven categories of thought, which he calls *intelligences*: *musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, linguistic,* and *logical-mathematical*. Human society, says Gardner, has for various reasons given historical and traditional preference to the linguistic and logical-mathematical intelligences. Yet the abilities of people who excel in the other intelligences should also be recognized and supported, particularly in the formative years of early childhood.

Children are wonderfully diverse. They look different, they have different personalities, and their talents reside in different categories of thought. A child might be quite strong in one form of thinking; this does not necessarily carry over to other forms of thought.

Since children have widely differing interests and abilities, and do not all learn in the same way, the schools have a responsibility to match individual children with those fields of inquiry and achievement in the world around them that best suit their talents, potentials, and needs.

The definition of gifted behaviors according to the model of the seven intelligences creates new possibilities for children and teachers. For the first grade child, it implies an expansion of opportunities for recognition and inclusion. For the first grade teacher, it allows the planning of enriched experiences, as well as ongoing observation of participating children. It requires acceptance of different kinds of strengths, and the personalized nurturing that encourages children to demonstrate and share their abilities with friends, family, and community.

Educational enrichment is a commitment to the children in the New York City Public Schools to expand their vistas, build their intellectual power, nurture their unique abilities, and help them make a positive impact on the world around them. This commitment entails exposing all children to complex situations and ideas in order to help them:

- develop effective exploration strategies.
- choose which elements to explore.
- develop the necessary skills for exploring the chosen elements.
- conduct investigations with joy, depth, and persistence.
- communicate every stage of the exploration process.

In order to implement this approach, a differentiated curriculum can be designed to include the processes of inquiry, creative and productive thinking, aesthetic experiences, and problem exploration. This curriculum is one that proceeds from the regular curriculum, explores it in depth, extends it in time, expands it in context, and varies it in structure.

The selection of enrichment strategies for children must be based on personal observations, and not on scores alone. Assessment must be based on an individual profile of intellectual strengths which suggest options for future learning. Drawing on this assessment, teachers can help every child to combine strengths in a way that is satisfying at school, at home, and personally. No opportunity for stimulation or cultivation of mind is to be left unexplored for any child in the New York City Public Schools.

Many community school districts have district-wide curriculum practices for homogeneous gifted and talented classes. The practices and curricula for these classes can and should be extended to all children.

Reaching The Gifted, Grades K-6, a curriculum guide published by the New York City Public Schools, provides lesson plans for the academically gifted in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills, as detailed by Benjamin Bloom[*]: application, analysis, synthesis, and evaluation. Frank Williams's model[**] for curriculum instruction is used to label those experiences which stimulate creativity, divergence, and fluid thinking. *Reaching the Gifted* is a valuable resource for the teacher of gifted children, yet it contains many ideas that all teachers can apply to all students.

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[*] Benjamin Bloom, *The Taxonomy of Educational Objectives - Cognitive Domain* (New York: David McKay, 1956). Cited in *Reaching The Gifted*.

[**] Frank E. Williams, *A Total Creativity Program for Individualizing and Humanizing the Learning Process* (Buffalo, New York: D.O.K. Publishers, Inc., 1980). Cited in *Reaching the Gifted*.

SECTION VIII: CURRENT ISSUES — A BRIEF OVERVIEW

Multicultural Education

Multicultural education is an interdisciplinary approach to education designed to foster intergroup knowledge and understanding, to engender greater self-esteem within the entire school community, and to equip students to function effectively in a global society. New York City is composed of a culturally diverse population; if its schools are to accept cultural diversity as a valuable resource, then school personnel, parents and students must be able to recognize biased attitudes and actions, both subtle and blatant, that lead to discrimination on the basis of race, color, religion, national origin, gender, age, sexual orientation and/or handicapping condition.*

The concept of multicultural education has changed over the past twenty years. What began in the 1960s and 1970s as ethnic studies, which focused on individual cultures, began to take on new meaning in the mid-1970s. Multicultural education became a process approach as learning experiences were developed to reflect and celebrate the diversity to be found in the classroom and in the community.

Patricia Ramsey, Edwina Vold, and Leslie Williams (1989) wrote that the implementation of the multicultural perspective in early childhood should begin with an understanding of culture, child development, and politics. When teachers study the children in their classrooms, awareness of the social, cultural, and economic context of their lives will help in planning and developing appropriate programs and using suitable materials.

Ramsey, Vold, and Williams agree that multicultural education requires a deep personal commitment by teachers and administrators. It requires a change in attitudes and beliefs, as well as ongoing evaluation of programs, curricula, teaching strategies, and teacher education that include careful research on the effectiveness of multicultural education in the classroom.

According to Derman-Sparks (1989), sexism, racism, and biased attitudes toward the physically challenged harms young children and inhibits their development. Gender stereotyping closes off whole areas of experience to children simply because of their sex. Discrimination severely harms physically challenged children by limiting their access to educational experiences.

Children are aware at an early age of differences among people from various ethnic and linguistic backgrounds. They notice people whose physical abilities are different from their own, and they are aware of gender differences. Stereotyped thinking that children may be exposed to through books, pictures, and toys have an influence on their developing sense of self and others as they absorb the spoken and unspoken messages about those differences. As Carol Brunson Phillips (1987) points out, "It has been said that actions more often than not speak louder than words. And if this is so in the case of childrearing, then we must be especially vigilant in our actions to shape the values children will attach as they learn about the people in their world. If we don't, they will learn by default the messages that are already prevalent out there and both we and they will contribute to perpetuating past ideas which we do not want to replicate in our children's future." (pp. 5-6).

James Comer (1989) discusses the ways in which racism affects child development. He writes that early childhood educators must forestall the inculcation of racist attitudes and values before they become embedded in a child's consciousness, since they are more difficult to change than to prevent.

According to Comer, children become aware of racial differences at about three years of age. It is at this age that we should begin nurturing children's positive feelings toward their own cultural heritage as well as toward those of other cultural groups. Multicultural education attempts to counter attitudes to which children are exposed — from others, and from books, television, and the media. Comer attributes many of today's negative perceptions to past history and its impact on specific groups of people. Early childhood educators, he says, are the primary models for young children. They therefore need to be trained and sensitized to protect children from attitudes and conditions that interfere with their development. Young children try to behave in ways that they know will please adults, and adult approval gives the child a feeling of success and self-confidence. In this way, parents and educators influence young children by modeling their own attitudes, values, and expectations.

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* See Statement of Policy on Multicultural Education and Promotion of Positive Intergroup Relations.

By six years of age, children not only engage in gender-appropriate behavior defined by socially prevailing norms, but they also reinforce it among themselves without adult intervention (Honig 1983; Roopnarine 1984). They use racial reasons for refusing to interact with children different from themselves and exhibit discomfort and rejection of physically challenged people. These examples underscore the necessity for anti-bias education of young children.

Froschl and Sprung (1983) observed and interviewed teachers in a dozen classrooms and found no images of physically challenged people. They also found that girls and physically challenged children were particularly likely to experience "over-help" and "over praise" from teachers. The researchers concluded that children with disabilities, and girls in general, are trained for dependence and passivity, not for independence.

Programs that address diversity should deal with differences in sexual orientation as well as differences in culture and ethnicity. Robert Birle, of the National Education Association, states, "As with religious tolerance, the goal is not to support or promote any particular belief system or lifestyle, but to protect the rights of all." The philosophy that supports the inclusion of multicultural perspectives throughout the curriculum applies to gay and lesbian issues as well, says Birle.

Homophobia, the fear and hatred of gay men and lesbians, is another form of bias that adults teach young children, sometimes unconsciously. Children's books may be helpful in exposing children to different family arrangements. It is important for all children to have a broadened perspective of this rapidly changing institution.

Letty Cottin Pogrebin (1980), author of *Growing Up Free: Raising Your Child in the 80s,* points out that before children have the vaguest ideas about who or what is a homosexual, they learn that homosexuality is something frightening, horrid, and nasty. They become homophobic long before they understand what it is they fear.

Asa Hilliard (1990), writes that while our country is growing more pluralized, not all racial and cultural groups have equal access to opportunities for quality education. Hilliard believes the mission of public schools is to provide all students with a high-quality education that will enable them to function successfully in an interdependent, multi-ethnic, multicultural world. His suggestions for accomplishing this mission include:

- valuing diversity and difference.
- eliminating inequities in education.
- increasing the pool of minority role models and teachers.
- developing and implementing multicultural curriculum that is not just an "add-on" supplementary program, but one that includes grades K-12 and all subject areas.
- improving pedagogical practices.
- elevating the self-esteem of all children.
- teaching character development.

Greenberg (1980) argues for active intervention to remedy the cognitive, social-emotional, and physical deficits brought about by gender stereotypes. Other researchers (Cohen 1977, Sapon-Shevin, 1983) also conclude that active intervention by teachers is necessary if children are to develop positive attitudes about people of different races and physical abilities.

Neugebauer (1987) maintains that classroom materials and conditions which serve as a basis for children's initiating conversations and for teachers' introduction of activities should include artwork, prints, sculpture, and textiles by artists of various backgrounds. The cultural backgrounds of all children in the classroom should be represented through appropriate displays, artwork, and materials. Early childhood educators must be prepared to promote the development and learning of children who are attempting to grow and learn in spite of obstacles to their success.

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STATEMENT OF POLICY ON MULTICULTURAL EDUCATION AND PROMOTION OF POSITIVE INTERGROUP RELATIONS

(November 15, 1989)

The Chancellor submits the following resolutions for adoption:

Whereas, all students are entitled to a quality education which enables them to achieve to their fullest potential; and

Whereas, people from all parts of the world live and work in New York City, necessitating a multicultural education which fosters intergroup knowledge and understanding and equips students to function effectively in a global society; and

Whereas, multicultural education values cultural pluralism and rejects the view that schools should seek to melt away cultural differences or merely tolerate cultural diversity; rather, multicultural education accepts cultural diversity as a valuable resource that should be preserved and extended; and

Whereas, on February 15, 1989 the Board of Education accepted the report and recommendations of the Human Relations Task Force insofar as it identified the need for a comprehensive multicultural education program to help foster positive intergroup relations and to eliminate bias of all forms; and

Whereas, this resolution extends the policy for Intergroup Relations established by the Board of Education on November 20, 1985 directing the Chancellor to "take appropriate steps to bring about the elimination of practices which foster attitudes and/or actions leading to discrimination against students, parents, or school personnel on the basis of race, color, religion, national origin, gender, age, sexual orientation and/or handicapping condition;" now be it therefore

Resolved, that the New York City Board of Education, by adoption of this resolution, hereby ratifies a policy of multicultural education and commits itself and its resources to providing an education to achieve the following goals:

- To develop an appreciation and understanding of the heritage of students' and staffs' own ethnic, racial, cultural and linguistic groups.
- To promote and foster intergroup understanding, awareness, and appreciation by students and staff of the diverse ethnic, racial, cultural and linguistic groups represented in the New York City public schools and the general population.
- To enhance New York City youngsters' self-worth and self-respect.
- To encourage a variety of teaching strategies to address differences in learning styles.
- To identify the impact of racism and other barriers to acceptance of differences.
- To develop opportunities for all students to become bilingual and proficient in at least two languages.
- To develop a multicultural perspective (interpreting history and culture from a variety of perspectives).
- To analyze human rights violations in our global society and the progress made in obtaining human rights.
- To develop an appreciation of the cultural and historical contributions of a variety of racial and ethnic groups to the growth of the United States and world civilizations.
- To develop the human relations skills needed in interpersonal and intergroup relations as well as conflict resolution, with a special emphasis on conflict arising from bias and discrimination based on race, color, religion, national origin, gender, age, sexual orientation,

and/or handicapping condition; and be it further

Resolved, that the Chancellor shall develop procedures and guidelines for textbook selection; shall review all textbooks and instructional materials to ensure that they are free of stereotypical views of any group whether expressed or implied, by statement, visual image or by omission; and shall; when necessary, develop supplementary materials when commercially available material fails to meet guidelines for comprehensive and accurate instruction; and be it further

Resolved, that the Chancellor shall submit to the Board a comprehensive multicultural education plan which shall include guidelines and procedures for program, staff and curriculum development.

Explanation

This resolution formalizes the recognition by the Chancellor and the New York City Board of Education of the need for a multicultural education initiative.

The commitment to multicultural education will permeate every aspect of educational policy, including counseling programs, assessment and testing, curriculum and instruction, representative staffing at all levels, and teaching materials. Cultural diversity is to be viewed as an enrichment to learning and not as a deficit.

There will be opportunities for community-based organizations, cultural institutions, and institutions of higher learning to cooperate in developing and maintaining multicultural education in the schools.

The input and cooperation of parents and students are of critical importance in the design and implementation of multicultural education programs. Therefore, high priority will be placed on their involvement in all aspects of this initiative.

Staff development which emphasizes the philosophy, attitudes, skills, knowledge, practices, and procedures essential to a sound program of multicultural education is to be provided on a continuous, consistent basis for all staff involved in the education process. There must be multicultural staff recruitment and development to aid in the implementation of this policy.

A True Copy of Amended and Corrected
Resolutions(s) Adopted

By the Board of Education

November 15, 1989

Assistant Secretary, Board of Education

Developmentally Appropriate Education

David Elkind (1986) writes that misconceptions about how children learn result in inappropriate teaching techniques and overemphasis on the achievement of narrowly defined academic skills. "Given the well-established fact that young children learn differently," he states, "the conclusion that educators must draw is a straightforward one: The education of young children must be in keeping with their unique modes of learning."

In 1986, the National Association for the Education of Young Children (NAEYC) adopted a position statement that outlined the ways in which young children learn best; the statement was supported by the belief that each child is unique and develops as an individual at varying rates along a developmental path. (Bredekemp, 1987.) The statement asserts that the quality of an early childhood program is determined by the degree to which the program is developmentally appropriate.

Elkind, Piaget, Montessori, and other theorists posit that young children learn by doing. They gradually shift from preoperational to concrete operational thought. Between 6 and 9 years of age, children begin to acquire the capacity for abstract thought. Their concepts, skills, and understandings grow through their experiences with people and objects in the world around them.

Recent research in language development indicates that children learn best when they are taught in age-appropriate ways. Through a variety of hands-on experiences, they gradually come to understand concepts and to internalize the meanings of words. Children continue to learn language through concrete experience until adulthood. According to Celia Genishi (1988), many early childhood educators place language in the forefront of the curriculum. "Language learning is not separated from music, science, or dramatic play, nor is it separated from math, social studies, art, or health." Developmentally appropriate first grade programs in which children learn words with ease are characterized by a diversity of classroom materials, trips, and an emphasis on conversation and writing in meaningful contexts.

Constance Kamii (1982) stresses learning numbers and fostering the development of logical thinking and mathematical knowledge in indirect ways. This is accomplished through everyday activities that are meaningful to the child, such as sorting seeds for planting or graphing favorite foods. Children who are actively involved with numbers and sets through handling real materials will develop an understanding of these concepts. In this way, children do not learn number concepts through pictures or by merely manipulating objects. Rather, conceptual understanding develops as children work with manipulatives, reflect on their experience, and make logical deductions. For example, a child may need to match the number of plates to the number of cups many times until the logic of one-to-one correspondence is truly grasped. Once concepts are built in this manner, they can be transferred to other situations.

George Forman and Melissa Kaden (1987) describe "science" as a reflective attitude toward an object of interest, even during play. Children of ages four to seven search for answers to interesting questions. They observe, work with objects and take things apart to yield new information. They learn what objects do and cannot do. Educators take advantage of children's natural "scientific" curiosity to choose subjects, such as levers, heat, or weight, which are rich domains for scientific questioning.

Art provides children with further opportunities to reflect on the objects in their environment. First grade children are uninhibited, eager to explore the world, to experiment with materials, and to communicate ideas and feelings (Seefeldt 1987). A number of theories have been used to explain the art of children. The most widely accepted is the developmental theory. Early childhood educators view their role as providers of materials and builders of an environment in which children can grow through exploration and experimentation. Teachers prepare a secure environment which offers art activities suited to the developmental needs and levels of the children. Advice on matters of technique have no place in the art of children. Indeed, emphasis on technique is likely to affect children's artistic development adversely. Given the right environment and offered the right experiences, the creative expression of children will flourish. (Ebbeck and Ebbeck 1974, p. 88).

According to Doris Fromberg (1989) reform in primary education should incorporate the best of early childhood practices. "Articulation between exemplary kindergarten practices and first graders can help to maintain and extend educational opportunities for children who come from diverse socioeconomic and cultural heritages. First grade classrooms should extend the use of culturally rich learning centers in which children can practice independence, responsibility, and self-pacing. They should also include organizing small-group and individual instruction. Schools need to help children to relate school activities and projects to their personal rates of learning, motives, and extended community experiences. Developmentally appropriate content needs to be the center of curriculum with skills applied to the pursuit of knowledge and wisdom" (p. 65).

Lillian Katz (1986) describes the importance of nurturing all children's disposition to be readers, their desire to continue the learning process, and their confidence in their capacity to learn. Dispositions, or "habits of mind," go beyond the acquisition of reading skills to encompass the inclination to read as a means of satisfaction and fulfillment. Developing dispositions in young children requires a variety of developmentally appropriate methods. To Katz, young children learn best when they are active in an informal environment and are stimulated by a variety of methods and materials. Above all, says Katz, "we need to provide children with activities that engage their minds."

During their early years, children's learning should be integrated rather than being distinguished by subject area. For example, they are given opportunities to extend their knowledge of reading and writing when they work on social studies projects. The relevant principle of instruction is that, throughout the primary grades, the curriculum should be integrated. Unlike adults, primary age children are almost totally dependent on first-hand experiences. Therefore, an important principle of practice for primary age children is that they should be engaged in active, rather than passive, activities (Katz and Chard 1988).

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Whole Language/Writing Process

Whole language has become an increasingly important aspect of communication arts instruction in the early childhood classroom. In the multicultural classroom, whole language is of even greater importance because of the diversity of children's home languages.

Kenneth S. Goodman (1986), Marie Clay (1987) and Donald Holdaway (1983) define whole language as a philosophy rather than as an educational approach. Research, theory, and practice have strongly supported the basic premise that early childhood education requires a dual focus that integrates language and thinking skills with the acquisition of knowledge. This holistic philosophy indicates that language should not be separated into its component parts, but is best learned through use in real situations which are meaningful to young children. Developmentally appropriate whole language activities incorporate individualized, small-group, and whole-class instruction.

The elements of whole language philosophy are as follows:

- Whole language learning assumes respect for language, for the learner, and for the teacher.
- The focus is on the meaning of words and not on the technical aspects of language itself.
- Learners are encouraged to take risks and invited to use language in all its varieties, for their own purposes.
- In a whole language classroom, all the varied functions of oral and written language are appreciated and encouraged.

Marilyn Toliver (1990) suggests that the philosophy can be implemented in the classroom in the following ways:

- Children hear, read and respond to a variety of literature from many sources.
- Children write daily for a variety of purposes and audiences using learning logs, journals, and other forms of written expression.
- Children use a variety of reading and writing materials located throughout the room.
- Children receive informal instruction while engaged in free-choice activities.
- Children receive formal instruction in reading and writing strategies.

In process-oriented classrooms, listening, speaking, reading, and writing complement and support each other as the children derive meaning from their immersion in language experiences. Children who are read to frequently begin to have favorite authors and want to be authors themselves. They begin to read by looking closely at the pictures in books and then at the story. They also begin their writing with illustrations and later move into writing text, using invented spelling. Children incorporate the audience's ideas to revise their stories and drawings. Publication of children's work, by displaying it on a bulletin board or binding it in a book, gives children motivation and a purpose for writing and illustrating.

Children learn about writing by seeing print used naturally as an integral part of the classroom environment. Children become writers as they are given opportunities to use print and actually write themselves.

Both Lucy Calkin and Donald Graves have studied how children learn about writing and agree that the focus in teaching emergent writers has shifted from "product" to "process." "Children want to write. For years we have underestimated this urge to make marks on a page" (Graves 1980). The process approach to writing advocated by Graves, Lucy Calkins (1986), and others extends the concept of using language in natural and meaningful ways to writing development. When children are encouraged to select their own topics and write daily about things that are important to them, they become owners of their writing because they are responsible for its content.

In the whole language classroom, teachers help children in the process of writing by supporting all of their efforts. Process oriented teachers help children develop language skills by:

- planning specific lessons as needs are observed.
- sharing their own experiences as readers and writers.
- modeling listening, speaking, reading and writing behaviors.
- applauding children's risk-taking and celebrating their accomplishments.
- providing opportunities for children to evaluate their completed work.

In the whole language classroom, assessment guides instruction and emerges from it as well. Assessment focuses on what the children can do. Teachers document observations and use this information to gain insight into student progress and to use as a guide in planning subsequent instruction.

In recent years, portfolio assessment has become a valid measure of achievement, particularly in the area of writing. Children's folders serve as an ongoing record of progress and as evidence of the child's growth, interests, strengths, and needs.

Whole language is a perspective supported by a set of beliefs about learners, language, learning, curriculum, and teaching. Whole language teachers understand that as children use language to learn, they, in turn, learn what language is and how language works.

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Cooperative Learning

Cooperative learning is a valuable teaching strategy. The benefits for students both academically and socially can be great. There is now substantial evidence that students working together in small cooperative groups can master material presented by the teacher better than can students working on their own. Studies of cooperative learning have taken place in urban, rural, and suburban schools in the U.S., Canada, Israel, West Germany, and Nigeria. In general, achievement effects have been equivalent for high, average and low achievers, for boys and girls, and for students of various ethnic backgrounds.

Many individuals and groups have contributed to the development of cooperative learning in public schools. Cooperative learning has appeared throughout history in the education of young children. The cooperative method of learning was established by John Dewey as the root of all educational experience. Dewey's problem-solving method of teaching, which was based on children's interests and needs, developed the cooperative experience. Dewey's method of problem-solving stressed cooperative learning based on experiences and goals shared by groups. Dewey's school at the University of Chicago was committed to cooperative learning and the scientific method of problem solving. Typically, teachers of younger students still group children in twos or threes, presumably because younger children tend to be self-centered.

However, proponents of cooperative learning recognize the power of group learning. They have observed that students learn more by working together and that they provide individual attention and assistance to one another in a helpful, non-threatening environment. Peer pressure is a motivating force, and group interactions increase student achievement.

Cooperative learning changes the role of teachers and students and the way the classroom is managed. No longer are teachers the only ones who ensure student learning —the power is shifted to the students themselves.

Another element that is found in all cooperative models is an attitude of trust or faith in the student as a learner. Cooperative learning proponents believe that students learn best without constant, direct interference from the teacher, and that this approach enhances self-esteem because teachers communicate to children that they are all capable of learning.

Research on specific cooperative learning methods began in the 1970s, when several groups of investigators began developing and evaluating the principles of cooperative learning. At Johns Hopkins University, Robert Slavin and colleagues (1988, 1989, 1990) developed structured techniques and curriculum to help teachers promote cooperative learning. They developed an approach to cooperative learning called the Johns Hopkins Student Team Learning Method. This approach uses curriculum packages called team learnings that have been written to ensure the use of cooperative learning in specific curriculum areas and grades.

Elliot Aronson and colleagues (1978), at the University of California, Santa Cruz, designed a "jigsaw" procedure as a cooperative learning strategy.

At the University of Tel Aviv, Israel, Shlomo Sharon, Yael Sharon and their colleagues (1990) developed group investigation strategies for cooperative learning. They have shown that extended experiences with cooperative learning can increase the ability to work effectively with others. In group investigation, students take an active part in planning what they will study and how. They form cooperative groups according to common interest in a topic. All group members help plan how to research their topic. Then they divide the work, and each group member carries out their part of the investigation. Then they come together and present their findings to the class.

At the University of California, Riverside, Spencer Kagan (1989) has developed a structure approach called co-op. He has come up with a variety of classroom structures — ways of organizing the social interaction among students. His methods concentrate on giving teachers new strategies so they can teach more successfully.

Roger and David Johnson at the University of Minnesota (1987, 1988, 1989) have developed a conceptual approach to cooperative learning. They provide general principles on how to structure cooperative learning activities. Teachers use these principles to design their own appropriate cooperative lessons according to their curriculum, students, and instructional goals. This enables any teacher to adapt the conceptual principles for differences in age, ability or background of students.

The generic forms of cooperative learning that have been discussed can be used at many grade levels and in many subjects. The broad applicability of these methods partly accounts for their popularity.

There are five basic principles for structuring cooperative learning:

- Positive Interdependence. Students feel that they need each other in order to complete the group's task.
- Face-to-Face Interaction. Students work face to face with their group and develop their ideas through verbal exchanges.
- Individual Accountability. Every member believes he/she is individually accountable for assigned work.
- Teaching Collaborative Social Skills. Teachers teach the appropriate communication, leadership, trust, decision making, and conflict management skills to students.
- Group Processing. The group is given a set of procedures to analyze what they did and how well they are functioning.

In most situations, groups composed of different ability levels work best for students. Teachers who group students using all of these cooperative principles will create learning environments in which interactions are positive and productive. Each time new groups are formed, teachers provide activities to help students get acquainted with one another. Cooperative learning is more than just being physically near other students, discussing materials with others, helping other students or sharing materials among students. Each element is interrelated and is needed in order for the whole cooperative learning process to succeed.

Besides improving achievement, cooperative learning has a positive effect on intergroup relations (Slavin 1988; Johnson et al. 1983). When students of different racial or ethnic backgrounds work together toward a common goal, they gain rapport and respect for one another. Cooperative learning also improves the social acceptance of mainstreamed students by their classmates (Madden and Slavin 1983; Johnson et al. 1983) as well as increasing friendships among students in general (Slavin 1990).

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Parent Involvement

Parents are a valuable resource for increasing the quality of our educational system. Research has demonstrated that children do better in school when their parents are directly involved in the learning process (Epstein 1988, Henderson 1987, Becker 1984). Schools that promote parental involvement benefit in a variety of ways, including increased student achievement, more positive attitudes toward school, and higher aspirations.

Over the past several years, parents have indicated their concern with their children's education and have tried to become involved in meaningful ways. Educators, researchers, and policy makers have noted the importance of parent involvement as a component of an effective school. In 1985, President Reagan and his education advisors listed parents as one ingredient for excellence and improved education. Parent involvement was determined to be an absolute necessity to successful public education.

A significant body of research on the connection between parent involvement and student achievement has been gathered (Henderson 1981, 1987).

According to Henderson (1988), studies confirm the following conclusions:

- Programs designed with a strong component of parent involvement produce students who perform better than those who have taken part in otherwise identical programs with less parent involvement.
- Students in schools that maintain frequent contact with their communities outperform those in other schools.
- Children whose parents are in touch with the school score higher than children of similar aptitude and family background whose parents are not involved.
- Parents who help their children learn at home nurture (in themselves and in their children) attitudes that are crucial to achievement.
- Schools where children are failing improve dramatically when parents are called in to help.

These conclusions indicate a strong need for creating meaningful parent involvement programs. Part of the responsibility for their creation rests on school administrators and teachers.

Regardless of their family structure or characteristics, most parents care about their children's progress in school and want to know how to assist them. In early childhood classrooms, parent involvement practices by teachers and participation by parents is relatively high. Lazar and Darlington (1978) have shown that involving parents when children are young has shown to have long-term effects, and that children who participated in early childhood programs with a strong parent program were still outperforming their peers when they reached senior high school.

James Comer (1986) has said that given the complexity of the modern world, today's students need more adult help than children did in the past. He said that teachers and administrators need to be taught how to work with parents or to use them as allies in promoting the growth and development of students. Schools have difficulty in building trust and agreement between home and school. Parents give mixed messages to their children about school, according to Comer.

The parent program developed by the Yale Child Study Center at which Comer is a professor includes bringing parents into the schools at times other than when their children are in trouble, using parents as their strengths permit; and developing in them a sense of ownership of the school and a responsibility for its outcomes. Jencks (1972) found that schools with active parent-teacher organizations had higher student achievement than those without them. Benjamin Bloom (1985) found that exceptionally gifted students almost always have parents who are enthusiastically involved in every aspect of their development. This held true across all social, economic, and ethnic backgrounds.

Parent programs can also benefit parents. Many of the parents in the Yale Child Study Center program became energized by their participation and returned to schools to finish their own education or took jobs in the education field.

Research also tells us that parent involvement works better when parents are given a variety of roles to play. The particular forms of parent involvement do not seem to be as important as the fact that the involvement is reasonably well-planned, comprehensive, and long-lasting. According to Joyce Epstein (1987), the most common forms are:

- Basic Obligations of Parents
    - provide positive home conditions for learning; food, clothing, shelter, supplies, place for school work.
- School-to-Home Communications
    - inform parents about the school and about their children (e.g., calendars, schedules, rules, codes, special events).
- Parent Involvement at the School
    - assist teachers and students in the classroom or on trips.
    - assist administrators, teachers, and staff in other school activities.
    - assist parent groups in fund-raising, program development.
    - attend conferences, workshops, meetings.
- Parent Involvement in Learning Activities at Home
    - develop child's social and personal growth.
    - contribute to basic skills education skills.
    - contribute to advanced skills and enrichment education.

Parent involvement entails a new and enhanced role for teachers. Since the family, not the school, provides the primary educational environment for children, many associations, including the National Education Association, have started a major effort to train teachers to work more closely with parents. Their Teacher-Parent Partnership Project (1986), used in 22 states, has been successful.

The Home and School Institute (Rich 1988) is producing multimedia kits for a new program entitled "Schools and Parents United: A Practical Approach to Student Success." The goal is to enable every school to conduct its own in-service program. Home learning activities that parents can use with their children have also been developed.

The educational community is realizing more than ever that we must work in partnership with parents and the community. A growing research base is affirming the impact of families as educators of their children. Teacher training programs are orienting teachers to the research on families as educators and equipping them with strategies for reaching and teaching adults.

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Authentic Assessment

The United States is moving toward a new philosophy of assessment that is responsive to individual students and school contexts. Grant Wiggins (1989) calls this process authentic assessment. Authentic assessment is based on how students perform over an extended period of time. Only when a pattern emerges can students' abilities be assessed. "A true test of ability," Grant states, "is to perform consistently well tasks whose criteria for success are known and valued."

Authentic assessment helps students learn about themselves and about the subject matter or field being tested. Criteria for developing an authentic assessment model include:

- involving an actual audience in assessment
- realistic time constraints
- emphasizing what the student can do
- giving feedback to students and teachers
- assessing children in their own environments
- assessing continuously over time (longitude)
- including some form of self-assessment
- stressing depth of knowledge more than breadth of knowledge
- accommodating students' learning styles, aptitudes, and interests

The assessment process for early childhood education, according to NAEYC'S Position Statement (Bredekemp 1987) relies heavily on ongoing observations and includes: acquiring information from parent; recording observation of children at play and in daily routines and interactions; organizing all information into a comprehensive picture of the child; and using ongoing observations and assessments in curriculum planning, implementation and evaluation.

Authentic assessment relies primarily on procedures that reflect the ongoing life of the classroom and typical activities of the children. It avoids approaches that place children in artificial situations, impedes the usual learning and developmental experiences in the classroom, or diverts children from the learning processes (Engel 1990).

Along with calling for a change in curriculum to reflect developmentally appropriate practices, major national educational organizations have raised concern about the negative effects of traditional methods of evaluation, particularly standardized paper-and-pencil tests. They call for testing reform. That includes more performance-based assessments that align with current views of curriculum and that more accurately reflect children's learning (Fair-Test 1990, Kamic 1990, NCT Public Policy 1990). Curriculum and assessment are integrated throughout the Early Childhood program. This results in benefits to the children.

According to the Guidelines for Appropriate Curriculum Content and Assessment (NAEYC 1991) teachers should use an array of tools and a variety of processes for assessment. These include collections of representative work by children (portfolios); work folders, including artwork, writing, and tape recordings; records of systematic observations by the teacher; and the teacher's summaries of children's progress as individuals and as groups.

A portfolio is one type of authentic assessment device. "A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas" (Meyer and Schuman 1990). Portfolios have the potential to reveal a great deal about their creators. They allow students to assume ownership in ways that few other instructional approaches allow. The portfolio is set apart from students' cumulative folders and includes work they select to reflect themselves as well as teacher-selected work and standard samples. A portfolio should contain information that illustrates growth. By including a series of examples of actual school performances, we can see how students' skills have improved (Paulson, Paulson and Meyer 1991).

Portfolios offer a way of assessing students' learning that is different from traditional methods. They provide a complex and comprehensive view of student performance in context. They allow the student to be a participant in rather than the object of assessment. Children learn to value their own work and themselves as learners. Students' personal goals and interests are reflected in their portfolios as well as the interest of teachers, parents, or the district. A variety of portfolio assessment projects are now being piloted in schools, reflecting the extent to which the concept has taken hold among educators.

The *New Compact For Learning in New York State* (State Education Department 1991) states that pupils will be assessed for progress toward proficiency and mastery as well as for minimum competency. The emphasis will be on individual progress, not on comparative ranking of performance among children. It further states that the existing state testing program will be revised to include components such as the following:

- the measurement of problem-solving skills as well as factual recall.
- a portfolio of the pupil's best work.
- a professional evaluation of the pupil's accomplishments, made by his/her teachers.
- as little intrusion as possible upon the time available for learning.
- a full report to parents that discusses individual pupils' achievement, beginning in the early years of schooling.

Tests are only one of multiple sources of assessment information that should be used when decisions are made about what is best for young children. They frequently ignore or are insensitive to individual diversity, cultural variation, and variations in the quality of educational experiences provided for different children. Because tests reflect a limited cultural perspective, they may be inappropriate for assessing the skills, abilities, or aptitude of children whose primary cultures differ from the mainstream. Language is the special feature of culture that creates the greatest problem for test developers and assessment personnel.

Authentic assessment reflects current theory and research about how children learn. Non-standardized assessment, such as systematic observation, anecdotal records, and locally or nationally developed checklists or portfolios, play a vital role in planning and implementing instruction and in making decisions about children.

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Curriculum and Evaluation Standards for School Mathematics

In 1986, the Board of Directors of the National Council of Teachers of Mathematics established the Commission on Standards for School Mathematics to help improve the quality of school mathematics. The result was a set of standards for mathematics curricula in North American schools (K-12) and for evaluating the quality of both the curriculum and student achievement.

The standards, developed by mathematics educators, including classroom teachers, supervisors, educational researchers, teacher educators, and university mathematicians, have been designed to establish a broad framework to guide the mathematics curriculum in terms of content priority and emphasis. They are meant to provide the basis for improving the teaching and learning of mathematics in our schools.

The Need for Standards for School Mathematics

A standard for school mathematics is a statement that can be used to judge the quality of a mathematics curriculum or methods of evaluation. Thus, standards are statements about what is valued.

Historically, there have been three reasons for groups to formally adopt a set of standards: (1) to ensure quality, (2) to indicate goals, and (3) to lead the group toward some new desired goals. In this sense, standards should be seen as "criteria for excellence." For the National Council of Teachers of Mathematics, all three reasons are of equal importance. They are based on an informed vision of what should be done given current knowledge and experience.

Goals for Students

Educational goals for students must reflect the importance of mathematical literacy. Toward this end, the curriculum and evaluation standards articulate five general goals for all students:

- that they learn to value mathematics;
- that they become confident in their ability to do mathematics;
- that they become mathematical problem solvers;
- that they learn to communicate mathematically; and
- that they learn to reason mathematically.

These goals imply that students should be exposed to numerous and varied interrelated experiences that encourage them to value the mathematical enterprise, to develop mathematical habits of mind, and to understand and appreciate the role of mathematics in human affairs; that they should be encouraged to explore, to guess, and even to make and correct errors so that they gain confidence in their ability to solve complex problems; that they should read, write, and discuss mathematics; and that they should conjecture, test, and build arguments about a conjecture's validity.

Curriculum Standards for Grades K-4

The National Council of Teachers of Mathematics has devised thirteen curriculum standards for grades K-4:

1. Mathematics as Problem Solving
2. Mathematics as Communication
3. Mathematics as Reasoning
4. Mathematical Connections
5. Estimation
6. Number Sense and Numeration
7. Concepts of Whole Number Operations
8. Whole Number Computation
9. Geometry and Spatial Sense
10. Measurement
11. Statistics and Probability
12. Fractions and Decimals
13. Patterns and Relationships

RATIONALE FOR MATHEMATICS GOALS

In the June 1990 report "Mathematics Education in New York City: What it Is and What it Should Be," the Chancellor's Working Group on Mathematics Education recommended that the NCTM *Standards* be used as the basis for all curriculum planning. This recommendation is reflected in the new Chancellor's Learning Outcomes for Grade One Mathematics. Here, in language drawn from the *Standards*, is a rationale for each of the four mathematics goals (included in the CLO section of this volume):

Strand A: Communicating Ideas About Numbers, Numeration and Number Sense

Goal A: To construct number meanings, understand our numeration system, and develop number sense for the purpose of linking mathematics to the real world.

Rationale: Children must understand numbers if they are to make sense of the ways numbers are used in their everyday world. They need numbers to quantify, to identify location, to identify a specific objective in a collection, to name and to measure. Furthermore, an understanding of place value is crucial for later work with numbers and computation.

Intuition about number relationships helps children make judgments about the reasonableness of computational results and proposed solutions to numerical problems. Such intuition requires good number sense.

Children come to understand number meanings gradually. To encourage these understandings, teachers can offer classroom experiences in which students first manipulate physical objects and then use their own language to explain their thinking. This active involvement in and expression of physical manipulations encourages children to reflect on their actions and to construct their own number meanings. In all situations, work with number symbols should be meaningfully linked to concrete materials. Emphasizing exploratory experiences with numbers that capitalize on the natural insights of children enhances their sense of mathematical competency, enables them to build and extend number relationships, and helps them to develop a link between their world and the world of mathematics.

Strand B: Understanding and Using the Fundamental Operations

Goal B: To construct and demonstrate understanding of:

- concepts and relationships of the fundamental operations (addition, subtraction, multiplication and division), providing illustrations from daily life.
- the use of calculators to find sums and differences and investigate skip counting and multiplication as repeated addition.
- basic facts and algorithms.

Rationale: Understanding the fundamental operations and addition, subtraction, multiplication and division is central to knowing mathematics. One essential component of what it means to understand an operation is recognizing conditions in real-world situations that indicate that the operation would be useful in those situations. Other components include building an awareness of models and the properties of an operation, seeing relationships among operations, and acquiring insight into the effects of an operation on a pair of numbers. These four components are aspects of *operation sense*. Operation sense interacts with number sense and enables students to make thoughtful decisions about the reasonableness of results.

Instruction on the meaning of operations focuses on concepts and relationships rather than on computation. Children need extensive informal experience with problem situations and language prior to explicit instruction and symbolic work with the operations. Instruction should help children connect their intuitions and informal language to operations, including the mathematical language and symbols of each operation. Time devoted to conceptual development provides meaning and context to subsequent work on computational skills.

The purpose of computation is to solve problems. Our technological age requires us to rethink how computation is done today. Almost all complex computation today is done by calculators and computers. In many daily situations, answers are computed mentally or estimates are sufficient, and paper-and-pencil algorithms are useful when the computation is reasonably straightforward. It is important to teach children a variety of ways to compute, as well as the usefulness of calculators in solving problems containing large numbers or requiring complex computations. Related to this goal is the necessity of having reasonable expectations for proficiency with paper-and-pencil computation.

By emphasizing underlying concepts, using physical materials to model procedures, linking the manipulation of materials to the steps of the procedures, and developing thinking patterns, teachers can help children master basic facts and algorithms and understand their usefulness and relevance to daily life.

In grade one, the emphasis is on addition and subtraction, with some readiness activities for multiplication and division.

Strand C: Investigating Geometry and Measurement

Goal C: To investigate concepts of geometry/measurement, developing understanding of the properties of geometric shapes, geometric relationships, spatial sense and the processes of measuring and estimating measures.

Rationale: Children are naturally interested in measurement/geometry and find it intriguing and motivating. Spatial understandings are necessary for interpreting, understanding, and appreciating our inherently geometric world. Children who develop a strong sense of spatial relationships and who master the concepts and language of geometry are better prepared to learn number and measurement ideas.

They need opportunities to investigate, experiment and explore with everyday objects and other physical materials when developing concepts in geometry and measurement.

The children need to understand the attribute to be measured as well as what it means to measure. They must first experience a variety of activities that focus on comparing objects directly, covering them with various units, and counting the units. Estimation helps children understand the attribute and the process of measuring as well as gain an awareness of the sizes of conventional units.

Strand D: Investigating Statistics and Probability

Goal D: To understand and use statistics/probability in evaluating data for the purpose of informing, predicting and decision-making.

Rationale: Collecting, organizing, describing, displaying, and interpreting data, as well as making decisions and predictions on the basis of that information, are skills that are increasingly important in a society based on technology and communication. The study of statistics and probability highlights the importance of questioning, conjecturing and searching for relationships when formulating and solving real-world problems. Statistics and probability are important links to other content areas such as social studies and science. They also reinforce communication skills as children discuss and write about their activities and conclusions.

APPENDIX A: A MULTICULTURAL BIBLIOGRAPHY

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APPENDIX B: AN ANNOTATED MULTICULTURAL BIBLIOGRAPHY

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Adoff	Black Is Brown Is Tan	✓	✓	✓				
Anders	A Look at Prejudice and Understanding						✓	✓
Aseltine	I'm Deaf and It's Okay				✓		✓	✓
Atkinson	Maria Teresa	✓	✓	✓			✓	✓
Bales	Kevin Cloud: Chippewa Boy in the City	✓		✓		✓		
Bang	Ten, Nine, Eight	✓	✓	✓				
Bang	The Paper Crane			✓				
Baylor	Hawk, I'm Your Brother			✓				
Behrens	I Can Be a Truck Driver		✓					
Beim & Beim	Two Is a Team			✓				
Beim & Beim	The Swimming Hole			✓			✓	
Bellet	A-B-C-ing: An Action Alphabet				✓			
Bethel	Three Cheers for Mother Jones		✓			✓		✓
Blood & Link	The Goat in the Rug			✓		✓		
Blue	I Am Here/Yo Estoy Aqui	✓		✓				
Boone-Jones	Martin Luther King, Jr.: A Picture Story			✓			✓	✓
Bosche	Jenny Lives With Eric and Martin	✓					✓	
Bourke	Handmade ABC Reading				✓			
Brenner	Bodies		✓	✓				
Brenner	Wagon Wheels	✓		✓			✓	
Brightman	Like Me				✓			
Brown	Someone Special, Just Like You		✓		✓			
Bunin & Bunin	Is That Your Sister?	✓		✓				

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Caines	Abby	✓		✓				
Caines	Daddy	✓	✓	✓				
Caines	Just Us Women	✓	✓	✓				
Cairo	Our Brother Has Down's Syndrome	✓			✓			
Cameron	Spider Woman		✓	✓				
Chang	The Iron Moonhunter			✓		✓	✓	✓
Children's Television Workshop	Sign Language Fun				✓			
Church	Colors Around Me			✓				
Clifton	Don't You Remember?	✓	✓	✓		✓		
Clifton	Everett Anderson's Friend	✓		✓		✓		
Clifton	Everett Anderson's Goodbye	✓		✓				
Clifton	My Friend Jacob				✓		✓	
Cole	How You Were Born	✓	✓					
Constant	First Snow	✓		✓				
Corey	You Go Away		✓	✓				
Crowder	Stephanie and the Coyote	✓		✓		✓		
DeGrosbois et al.	Mommy Works on Dresses	✓	✓			✓		
dePaola	Now One Foot, Now the Other	✓			✓			
dePaola	The Legend of the Bluebonnet			✓				✓
DePoix	Jo, Flo and Yolanda			✓	✓			
Detton	My Mother Lost Her Job Today	✓	✓			✓		
Dragonwagon	Wind Rose	✓	✓					
Dragonwagon	Always, Always	✓						

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Drescher	Your Family, My Family		✓	✓				
Epstein	History of Women for Children		✓			✓	✓	✓
Fagerstrom & Hanson	Our New Baby	✓	✓					
Fassler	Howie Helps Himself				✓			
Fassler	My Grandpa Died Today	✓						
Feelings & Greenfield	Daydreamers		✓	✓				
Feeney	A Is for Aloha			✓				
Feeney	Hawaii Is a Rainbow			✓				
Flournoy	The Twins Strike Back	✓	✓	✓				✓
Fogel	Wesley Paul: Marathon Runner			✓			✓	
Frank	About Handicaps				✓			
Friedman	How My Parents Learned To Eat	✓		✓				
Goldin	Straight Hair, Curly Hair			✓				
Greenberg	People Aren't Potatoes			✓	✓		✓	
Greenberg	I Know I'm Myself Because	✓	✓					
Greenberg	Rosie and Roo	✓						
Greenfield	Rosa Parks		✓	✓			✓	✓
Greenfield	Me and Nessie	✓		✓				
Greenfield	Honey, I Love		✓	✓				
Greenfield	Darlene	✓		✓	✓			
Grimes	Something on My Mind		✓	✓				
Hazen, B.S.	Tight Times	✓	✓			✓		
Hazen, B.S.	Why Are People Different? A Book About Prejudice						✓	

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Hazen, N.	Grown-Ups Cry Too	✓	✓					
Heide	Sound of Sunshine, Sound of Rain	✓		✓			✓	
Henriod	Grandma's Wheelchair	✓			✓			
Hirsh	I Love Hanukkah	✓						
Jensen	Catching				✓			
Jonas	When You Were a Baby		✓	✓				
Jordan	New Life: New Room	✓		✓				
Kempler	A Man Can Be . . .	✓	✓	✓				
Klein	Girls Can Be Anything		✓				✓	✓
Larch	Farther Gander Nursery Rhymes		✓	✓	✓	✓	✓	
Larson	Don't Forget Tom				✓			
Lasker	Mothers Can Do Anything	✓	✓	✓		✓		
Lasker	He's My Brother	✓			✓			
Lionni	Swimmy							✓
Litchfield	A Button in Her Ear			✓	✓	✓		
Litchfield	A Cane in Her Hand				✓			
Litchfield	Words in Our Hands	✓			✓			
Little & Greenfield	I Can Do It by Myself	✓		✓				
Mack	Jessie's Dream Skirt		✓				✓	✓
Macmillan & Freeman	My Best Friend Martha Rodriguez	✓		✓				
Mann	The Street of the Flower Boxes		✓	✓				✓
Manry	My Mother and I Are Growing Strong	✓				✓	✓	
Martel	Yagua Days	✓		✓				

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Martin	Brown Bear, Brown Bear, What Do You See?			✓				
Martin	I Am Freedom's Child			✓				
Maurey	My Mother the Mail Carrier	✓	✓	✓		✓		
McGovern	Black Is Beautiful							
McKee	Snow Woman		✓					
Merriman	Boys and Girls, Girls and Boys		✓	✓				
Monjo	The Drinking Gourd						✓	✓
Mower	I Visit My Tutu and Grandma	✓		✓				
New Mexico People and Energy Collective	Red Ribbons for Emma	✓	✓	✓				✓
Nolan	My Daddy Don't Go to Work	✓		✓		✓		
Ormerod	Sunshine	✓	✓					
Pack	Aekyung's Dream	✓	✓	✓				
Parish	I Can, Can You?		✓	✓				
Pearson	Everybody Knows That		✓				✓	
Peterson	I Have a Sister, My Sister Is Deaf				✓			
Pinkwater	Wingman						✓	
Pogrebin	Stories for Free Children		✓			✓		
Powers	Our Teacher's in a Wheelchair				✓	✓		
Quinlan	My Dad Takes Care of Me	✓	✓			✓		
Quinsey	Why Does that Man Have Such a Big Nose?				✓		✓	
Robinson	An Eskimo Birthday	✓		✓				
Rockwell, A.	When We Grow Up		✓	✓				

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Rockwell, H.	My Nursery School		✓	✓				
Rosario	Idalia's Project ABC			✓				
Rosenberg	Being Adopted	✓		✓				
Rosenberg	Living in Two Worlds	✓		✓				
Rosenberg	My Friend Leslie				✓			
Sargent & Wirt	My Favorite Place				✓			
Schaffer	How Babies and Families Are Made	✓	✓					
Scott	On Mother's Lap	✓		✓				
Seuss	The Sneetches						✓	
Severance	Lots of Mommies	✓	✓					
Shor	When the Corn Is Red			✓			✓	✓
Showers	Look at Your Eyes			✓			✓	
Showers	Your Skin and Mine			✓				
Simon	What Do I Do? Que Hago?			✓				
Simon	All Kinds of Families	✓		✓		✓		
Simon	Why Am I Different?	✓	✓					
Sonneborn	Friday Night Is Papa's Night	✓		✓				
Stein	About Handicaps				✓		✓	
Steptoe	Stevie	✓		✓				
Steptoe	My Special Best Words			✓				
Steltzer	A Haida Potlatch	✓		✓		✓		
Stinson	Mom and Dad Don't Live Together Anymore	✓						
Surowrecki	Joshua's Day	✓				✓		

Author	Title	Family	Gender	People of Color	Physical Challenges	Work	Prejudice	Activism
Tax	Families	✓						
United Indians of All Tribes Foundation	Interviews With Native American Men and Women in Various jobs			✓		✓		
United Indians of All Tribes Foundation	Sharing Our Worlds			✓				
Waber	Ira Sleeps Over		✓					
Waber	You Look Ridiculous						✓	
Walter	My Mother Needs Me	✓						
Walton	What Color Are You?			✓			✓	
Wandro	My Daddy Is a Nurse		✓			✓		
Waterton	A Salmon for Simon			✓				
Waxman	What Is a Girl? What Is a Boy?		✓					
Weissman	All About me/Let's Be Friends		✓	✓	✓			
Welber	The Train	✓		✓				
Williams	A Chair for My Mother	✓	✓			✓		
Williams	Something Special for Me	✓	✓			✓		
Wolf	Don't Feel Sorry for Paul				✓			
Yarbrough	Cornrows			✓				
Yashima	Umbrella			✓				
Yee & Kokin	Got Me a Story			✓				
Zolotow	William's Doll		✓				✓	

Adapted from Louise Derman-Sparks, *Anti-Bias Curriculum: Tools for Empowering Young Children*, Washington, D.C.: National Association for the Education of Young Children, 1989, pps. 120-129.